

# Maryborough Central State School (0072)

## Queensland State School Reporting

### 2012 School Annual Report



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## 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.

In 2012, Central teachers took up the challenge of implementing the English, Maths and Science learning areas of the National Curriculum, enacted in Queensland by *Curriculum into Classroom* materials. Embedded processes for systematised planning and professional development within the school enabled staff to use resources confidently.

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; and resilience, guiding tenets 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

## 2012 School Annual Report



### School progress towards its goals in 2012

#### School Curriculum

- # Implementation of and required planning for systemic curriculum requirements – ACARA/ C2C/QCAR - *completed*
- # implement Kids Matters Framework - *completed*
- # implement school's Chatterbugs oral language program prep-year 2 - *completed*

#### Teaching Practice

- # Embed de-privatisation of practice through MCSS Collegial Support Plans – *completed and ongoing* and sharing practice within and with other schools – *partially completed; need to continue developing in 2013*
- # professional learning focus on high quality pedagogical practice – *completed and ongoing*
- # enact Closing the Gap strategy - *completed and ongoing*

#### Principal Leadership and School Capability

- # principal ensures a clear focus is in place on the core priorities of Education Qld and North Coast Region - *completed*
- # focus on building social capital ie group quality, of school staff – *completed and ongoing*
- # continue to build transparent systems which align with shared goals of school community - *completed*

#### School and Community Partnerships

- # in collaboration with Maryborough cluster principals, develop marketing and promotion strategy for State schools-*completed*

### Future outlook

#### School and Community Partnerships

- \* Getting Ready for Secondary School
- \* Student Leadership
- \* Promotion of State Schools
- \* Parent and Community Engagement Strategy

#### School Curriculum

- \* Implement Australian Curriculum
- \* Specific improvement agenda

#### Teaching Practice

- \* Develop and enact a pedagogical framework based on ASOT
- \* Schoolwide Positive Behaviour Support framework
- \* Collaborative practices
- \* Teaching and Learning Audit priorities

#### Principal leadership and school capability

- \* Implement Developing Performance Framework for all staff
- \* Capability development
- \* Instructional leadership
- \* Internal financial audit

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	301	139	162	87%
2011	326	162	164	87%
2012	338	173	165	82%

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

## 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.

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	22	23
Year 4 – Year 7	24	25	22

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	24	34	14
Long Suspensions - 6 to 20 days	1	2	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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.

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.

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### Extra curricula activities.

Curriculum related excursions to broaden and extend student learning experiences.

Year 7 Leadership Camp

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.

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### How Information and Communication Technologies are used to assist learning

Each classroom equipped with an interactive whiteboard to support teachers' access to C2C and to increase student engagement.

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 curriculum 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.

Sets of ipads shared by year level teams for group work to enhance learning outcomes.

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# Our school at a glance

## 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 whole staff commitment to these students.

Our Welfare and Engagement teacher provided 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 managed 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, was 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 staff satisfaction with the school

Parents and students, in general, feel that this is a good school. Parents are particularly satisfied that students are getting a good education; that their children like coming to this school; are making good progress; and that teachers expect children to do their best at Central. Parents are also particularly happy that their children are treated fairly, that teachers motivate students to work; and that they can talk to their children's teachers about concerns. Students are satisfied that teachers motivate them to work; that teachers expect them to do their best; and that their teachers provide them with useful feedback about their school work.

Students and parents feel safe at Central. Both groups are satisfied about the way behaviour of students is managed at school. Our school community is very aware of the consistently high standards of behaviour that are expected and is 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. They are satisfied that they have good access to high quality professional development. Staff morale is high.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	96.4%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	96.4%
their child's learning needs are being met at this school*	96.4%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%

## Our school at a glance

teachers at this school provide their child with useful feedback about his or her school work*	96.4%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	96.4%
this school takes parents' opinions seriously*	89.3%
student behaviour is well managed at this school*	92.9%
this school looks for ways to improve*	96.3%
this school is well maintained*	96.4%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	85.5%
they like being at their school*	83.1%
they feel safe at their school*	89.9%
their teachers motivate them to learn*	98.6%
their teachers expect them to do their best*	98.6%
their teachers provide them with useful feedback about their school work*	95.8%
teachers treat students fairly at their school*	81.4%
they can talk to their teachers about their concerns*	80.9%
their school takes students' opinions seriously*	82.4%
student behaviour is well managed at their school*	75.0%
their school looks for ways to improve*	94.3%
their school is well maintained*	92.9%
their school gives them opportunities to do interesting things*	90.1%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	84.2%
with the individual staff morale items	91.1%

# Our school at a glance

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

## 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.

In 2012, the Central community celebrated 150 years of public education. The 150 Committee comprised present and past staff members, parents and students. Almost a thousand visitors enjoyed displays, performances and tours depicting skills and talents of our students through the years.

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	
	Electricity kWh	Water kL
2009-2010	103,985	1,297
2010-2011	99,225	2,090
2011-2012	102,252	1,412

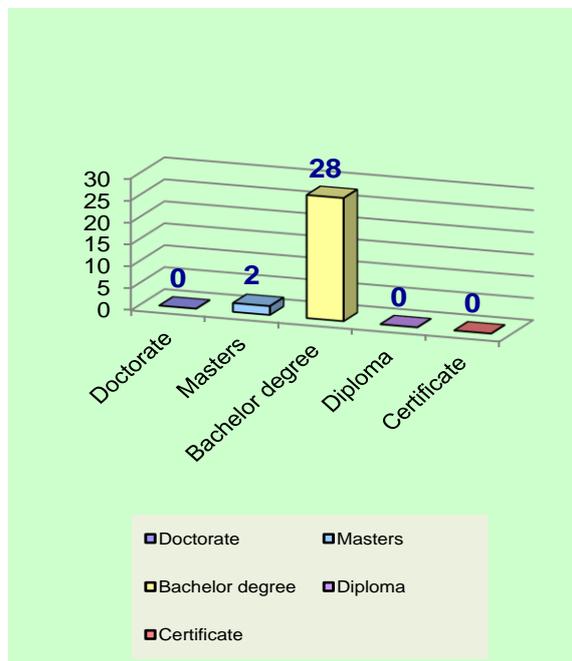
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	30	23	<5
Full-time equivalents	25.6	13.2	<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	28
Diploma	0
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$50 995.

The major professional development initiatives were as follows:

- ∞ Professional development in the implementation of C2C
- ∞ ½ day planning sessions twice per term in class time, to plan and implement school curriculum based on C2C Units
- ∞ Reading assessment strategies- teachers and aides trained in PROBE testing for years 4-7 students
- ∞ Staff trained in implementing *Key into PROBE* comprehension strategies
- ∞ *First Steps in Maths-Measurement* – 12 hours professional development for teachers and aides
- ∞ Teachers supported to work in teams, analysing PAT, NAPLAN and reading data

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

# Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.7%	95.8%	96.1%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 89.1% of staff was retained by the school for the entire 2012 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.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

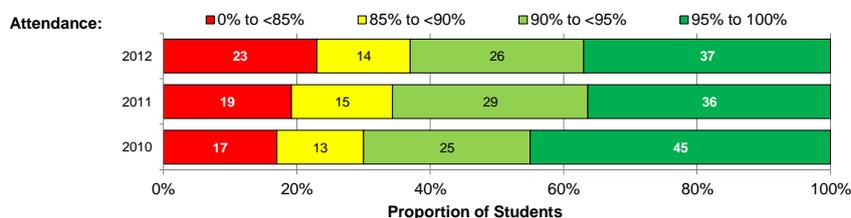
### Student Attendance rate for each year level

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	89%	89%	87%	92%	95%	92%	91%
2011	91%	91%	89%	87%	89%	93%	91%
2012	88%	92%	90%	88%	89%	90%	92%

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 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. 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.

# Performance of our students

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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/>.

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## Achievement – Closing the Gap

Approximately 16% of students at Central have an Aboriginal and/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 2012 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 worked with small groups of students to provide differentiated programs in all classes. A students' dance group was formed and coached in a welcome dance by a local indigenous identity. The group performed at the Maryborough Schools reconciliation ceremony, which was held at Central and attended by almost 300 students, staff, parents and community members.