Maryborough Central State School
Queensland State School Reporting
2013 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 2013, Central teachers consolidated the implementation of the English, Maths and Science, and introduced the History, 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 build 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.

Maryborough Central SS works closely with other schools and community groups to advance important initiatives, to support staff development and to provide enhanced learning experiences for students. Activities in which students participate all create rich opportunities for them 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. Our beliefs are 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.

School progress towards its goals in 2013

School and Community Partnerships
* Getting Ready for Secondary School – *completed*
* Student Leadership - *completed*
* Promotion of State Schools - *completed*
* Parent and Community Engagement Strategy – *completed*
School Curriculum
* Implement Australian Curriculum   - *completed*
* Specific improvement agenda – *completed*
Teaching Practice
* Develop and enact a pedagogical framework based on ASOT - *completed and ongoing 2014*
* Schoolwide Positive Behaviour Support framework – *completed and ongoing 2014*
* Collaborative practices -*completed*
* Teaching and Learning Audit priorities – *completed and ongoing 2014*
Principal leadership and school capability
* Implement Developing Performance Framework for all staff - *completed*
* Capability development - *completed and ongoing*
* Instructional leadership - *completed*
* Internal financial audit - *completed*

Future outlook

Successful Learners
Implement the Australian Curriculum
Key literacy and numeracy improvement strategies
Implement Greater Results Guarantee Strategy
Differentiation strategies
BounceBack! Social/emotional program resourced and implemented Prep- Year 7

Great People
Implement performance reviews for all staff (eg DPF)
Learning and Wellbeing Framework

Empowerment
Develop and enact a pedagogical framework based on ASoT

Engaged Partners
Getting Ready for Secondary School
Parent and Community Engagement Framework

High Standards
Teaching and Learning Audit priorities
Discipline Audit priorities
Internal Audit priorities
Opinion Survey priorities

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	326	162	164	87%
2012	338	173	165	82%
2013	365	189	176	86%

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

Characteristics of the student body

Approximately 16% of our student population identifies as indigenous. There is a very small number of students with English as a second language. 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		
	2011	2012	2013
Prep – Year 3	22	23	24
Year 4 – Year 7 Primary	25	22	25

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School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	34	14	37
Long Suspensions - 6 to 20 days	2	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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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.

Extra curricula activities

Curriculum related excursions to broaden and extend student learning experiences.

Year 7 Leadership Camp

School Choirs, which perform 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

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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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. Temporary and relief teachers report that they feel well supported and warmly welcomed by the staff team.

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 meeting the needs of these students.

Teachers refer students at risk of disengagement, whose learning is also at risk, to our Welfare Committee. The Committee considers and prioritises extra support for students by working in partnership with other teachers and parents to address barriers which affect participation and attendance. The Principal leads this process. The Principal and Deputy actively manage those students with challenging behaviours by mentoring, acting as role models, 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. The Deputy Principal then monitors the progress of these students closely.

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 supported with school resources. 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, employed by P&C, 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

100% of parents and students surveyed 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 and students are also particularly happy that students are treated fairly, that teachers motivate students to work; and that parents can talk to their children's teachers about concerns. Students are satisfied that teachers motivate them to work; and that their teachers provide them with useful feedback about their school work.

Students and parents feel safe at Central. Parents are more satisfied about the way behaviour of students is managed at school, than students. 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.

All three groups are satisfied that this school looks for ways to improve; and that students are encouraged and expected to do their best.

Performance measure (Nationally agreed items shown*)		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	96%	96%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	92%
their child feels safe at this school* (S2002)	96%	100%
their child's learning needs are being met at this school* (S2003)	96%	91%
their child is making good progress at this school* (S2004)	100%	96%

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teachers at this school expect their child to do his or her best* (S2005)	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	91%
teachers at this school motivate their child to learn* (S2007)	100%	91%
teachers at this school treat students fairly* (S2008)	100%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%
this school works with them to support their child's learning* (S2010)	96%	92%
this school takes parents' opinions seriously* (S2011)	89%	88%
student behaviour is well managed at this school* (S2012)	93%	96%
this school looks for ways to improve* (S2013)	96%	100%
this school is well maintained* (S2014)	96%	96%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	86%	94%
they like being at their school* (S2036)	83%	95%
they feel safe at their school* (S2037)	90%	93%
their teachers motivate them to learn* (S2038)	99%	96%
their teachers expect them to do their best* (S2039)	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	96%
teachers treat students fairly at their school* (S2041)	81%	83%
they can talk to their teachers about their concerns* (S2042)	81%	89%
their school takes students' opinions seriously* (S2043)	82%	85%
student behaviour is well managed at their school* (S2044)	75%	64%
their school looks for ways to improve* (S2045)	94%	98%
their school is well maintained* (S2046)	93%	90%
their school gives them opportunities to do interesting things* (S2047)	90%	93%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	92%
they feel that their school is a safe place in which to work (S2070)	95%
they receive useful feedback about their work at their school (S2071)	84%
students are encouraged to do their best at their school (S2072)	95%
students are treated fairly at their school (S2073)	82%
student behaviour is well managed at their school (S2074)	68%

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staff are well supported at their school (S2075)	78%
their school takes staff opinions seriously (S2076)	76%
their school looks for ways to improve (S2077)	95%
their school is well maintained (S2078)	92%
their school gives them opportunities to do interesting things (S2079)	76%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 Support 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. Solar power panels, to contribute to the power grid, have been installed.

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
2010-2011	99,225	2,090
2011-2012	102,252	1,412
2012-2013	1,094	2,457

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

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Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	30	26	<5
Full-time equivalents	27	15	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	29
Graduate Diploma etc.	0
Masters	1
Doctorate	0
Total	**30**
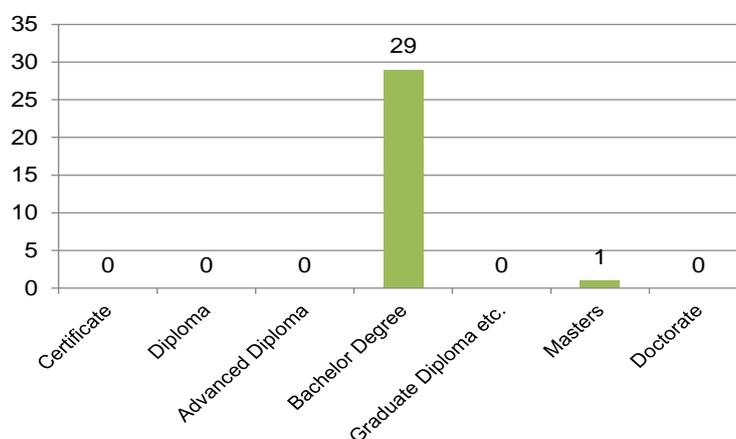
* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $ 50 000. 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 and PM benchmark testing for relevant year levels

~ Staff trained in implementing *Sheena Cameron: Strategies for Success* comprehension strategies

~ Teachers supported to work in teams, analysing PAT, NAPLAN and reading data

~ school team trained in the implementation of the Art and Science of teaching (ASoT)

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance	2011	2012	2013
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, 89% of staff was retained by the school for the entire 2013 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.**

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.
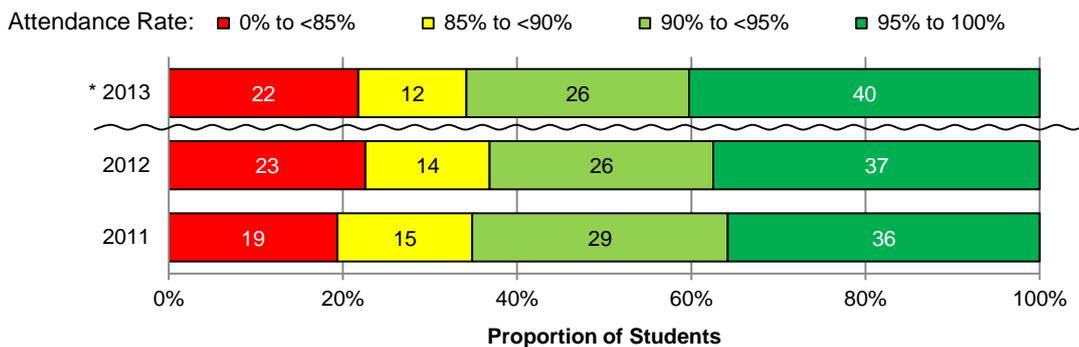
Key student outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	91%	91%	89%	87%	89%	93%	91%
2012	88%	92%	90%	88%	89%	90%	92%
2013	90%	90%	92%	92%	90%	87%	93%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
* 2013	22	12	26	40
2012	23	14	26	37
2011	19	15	29	36

Proportion of Students

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

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

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 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 2013 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.