

Maryborough Central State School Queensland State School Reporting 2015 School Annual Report



Postal address	471 Kent Street Maryborough 4650
Phone	(07) 4121 8777
Fax	(07) 4121 8700
Email	principal@maryboroughcentralss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	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. In 2015, Central teachers embraced the challenge of enacting a pedagogical framework based on the Art and Science of Teaching (ASOT). Whole school and classroom routines to establish procedures designed to 'buy back quality teaching time' have continued to be successfully developed and implemented. The implementation of the School Wide Positive Behaviour Support framework further enhances 'a culture that promotes learning'. Together, these initiatives have had a powerful, positive impact on the learning climate at Central.

The continuation of our Literacy Coach continued to improve the consistency of whole school procedures to teach reading. Data indicates that school reading outcomes are on an upward trajectory, as a result. 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 (parents, students and staff) is generally happy with the quality of teaching, staff expectations of students, the way we address diversity and that this is a good school. Our beliefs are strongly about educating the whole child, improving student learning outcomes so that they are comparable to 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 2015

Successful learners

- *Analyse Student Data: regular data review cycles to inform improvement - *completed*
further develop teacher expertise in data analysis - *completed*
transfer learning data to One School - *completed*
- *Improve Student Attendance: analyse trends and implement strategies to increase student attendance to 92.2%- *ongoing*
- *Cater for Student Needs: implement strategies to cater for students' academic, social and emotional needs- *completed*
- *Upper 2 Bands Priority: identification of possible U2B students- *completed*
implement strategies and programs to cater for the ability levels and optimal learning for these students- *completed*
embed differentiation strategies across all year levels with a focus on Reading- *completed*
- *NAPLAN Strategy: thorough interrogation of NAPLAN data - 2013 / 2014 in preparation for 2015 NAPLAN- *completed*
NAPLAN action strategy with focus on improving Reading, Numeracy and U2B- *completed*

Empowerment

- *ACARA Priorities: embed C2C English, Mathematics, Science, History and Geography- *completed*
familiarize staff with new C2C curriculum areas- *not completed; ongoing*
continue to align and embed Australian Curriculum in all settings- *completed*
- *Literacy Priority: continue to embed a balanced reading program with the assistance of a Reading Coach- *completed*
embed a shared understanding and pedagogical practice of the 5 reading procedures- *completed*
embed Sheena Cameron Comprehension Strategies into the reading procedures- *completed*

use the reading procedures as a focus for Instructional Leadership to build teacher capacity- *completed*
familiarize staff with and develop a balanced writing program- *completed*

- *Numeracy Priority: embed *Numeracy Rich Routines* that address identified key aspects of number – *completed*
practise and deepen number facts– *completed*
- *ASOT: continue to develop and embed an overarching Curriculum Framework based on ASOT – *completed*
- *Moderation: develop inter and intra-school moderation processes ensuring sound assessment practice– *completed*
- *BPN Priority: engage in quality professional development and professional sharing via BPNs– *completed*
- *Developing Performance Framework: embed the DPF with all staff; align with school priorities and AITSL – *completed*
- *Success Team Strategies: continue distributed leadership model through the use of Team Leaders Curriculum– *completed*
continue to embed Coaching, Instructional Rounds and Walk-Throughs to enhance teaching of a
balanced reading program– *completed*
- *Learning Communities: Principal Performance Development Plan in place with ARD – *completed*
lead and model learning to develop shared beliefs for success– *completed*

Engaged Partners

- *Alignment and Consistency: work with Regional Office staff; other schools; SIU– *completed*
- *Flying Start initiative: implement transition strategies with Secondary schools– *completed*
- *Partnerships: development with communities, EQ resources, other schools– *completed*
- *Parent and Community Engagement Framework – *completed*

High Standards

- *Explicit Improvement Agenda - *completed*
- *Teaching and Learning; and Discipline Audit priorities – *completed*
- *Internal Audit priorities - *completed*
- *Opinion Survey Priorities - *completed*

Future outlook

Successful learners

- *Know your learners
- *Meet your learners needs

Great People-Teaching Quality

- *Develop professional knowledge
- *Develop professional practice
- *Develop professional engagement

Great People- Principal Leadership and Performance

- *Lead teaching and learning
- *Develop self and others
- *Lead improvement, innovation and change

High Standards

- *Know your data
- *Know your strategies

Engaged Partners –Regional Support

- *Maintain alignment
- *Develop consistency
- *Scale up success

Engaged Partners – Local decision making

- *Embrace autonomy
- *Create partnerships

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	365	189	176	48	86%
2014	363	196	167	56	84%
2015	323	168	155	59	87%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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		
	2013	2014	2015
Prep – Year 3	24	25	24
Year 4 – Year 6 Primary	25	27	21

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	37	65	72
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Celebration of Learning, and of Attendance Awards on assembly each Friday.
 Special Education Program that supports students with disabilities to access classroom programs and school activities.
 Class cluster groupings, supported by teacher aides, to cater for students with particular learning needs.
 LOTE, German, program for years 5 and 6 students.
 ICTs for Learning program coordinated by our Resource Centre teacher.
 Recognition of positive behaviours in the playground with our Smilies 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 6 which include students in our Strings and Concert 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 6 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.
 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 5 and 6: 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 improve learning

Each classroom equipped with an interactive whiteboard to support teachers' access to C2C resources 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.
 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.

Social Climate

Central 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.

An audit of students from years 3 to 6 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.

The School Wide Positive Support Committee drives decisions about whole school strategies to improve student behaviour based on school data. The Welfare and Behaviour Support Committees meet every fortnight to discuss and prioritise the support needs of students at risk of disengagement, whose learning is also at risk, identified by class teachers. 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. Services such as Guidance Counselling, Speech Language Pathology, Behaviour and Learning Support are coordinated by the Welfare Committee. 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.

Our school is fortunate in being supported by a number of external agencies. Central subscribes to the SupportLink agency, which coordinates support by local services for referred families. 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 Principal is a member of the local Parents and Community Engagement (PaCE) group, which prioritises strategies to support indigenous families. She is also a member of the local Safety Network group, which meets quarterly to discuss, and to devise strategies to address, safety issues in the community.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	96%	94%	86%
this is a good school (S2035)	100%	88%	76%
their child likes being at this school (S2001)	92%	100%	78%
their child feels safe at this school (S2002)	100%	94%	78%
their child's learning needs are being met at this school (S2003)	91%	94%	68%
their child is making good progress at this school (S2004)	96%	94%	83%
teachers at this school expect their child to do his or her best (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	91%	94%	86%
teachers at this school motivate their child to learn (S2007)	91%	88%	82%
teachers at this school treat students fairly (S2008)	92%	76%	73%
they can talk to their child's teachers about their concerns (S2009)	92%	94%	86%
this school works with them to support their child's learning (S2010)	92%	88%	77%
this school takes parents' opinions seriously (S2011)	88%	76%	55%
student behaviour is well managed at this school (S2012)	96%	65%	50%
this school looks for ways to improve (S2013)	100%	81%	90%
this school is well maintained (S2014)	96%	71%	86%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	94%	95%	97%
they like being at their school (S2036)	95%	92%	98%
they feel safe at their school (S2037)	93%	84%	91%
their teachers motivate them to learn (S2038)	96%	95%	98%
their teachers expect them to do their best (S2039)	98%	97%	99%
their teachers provide them with useful feedback about their school work (S2040)	96%	92%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	83%	94%	97%
they can talk to their teachers about their concerns (S2042)	89%	88%	94%
their school takes students' opinions seriously (S2043)	85%	81%	86%
student behaviour is well managed at their school (S2044)	64%	77%	82%
their school looks for ways to improve (S2045)	98%	97%	97%
their school is well maintained (S2046)	90%	92%	95%
their school gives them opportunities to do interesting things (S2047)	93%	86%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	92%	98%	95%
they feel that their school is a safe place in which to work (S2070)	95%	98%	93%
they receive useful feedback about their work at their school (S2071)	84%	91%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	96%	96%
students are encouraged to do their best at their school (S2072)	95%	96%	100%
students are treated fairly at their school (S2073)	82%	84%	88%
student behaviour is well managed at their school (S2074)	68%	82%	85%
staff are well supported at their school (S2075)	78%	89%	85%
their school takes staff opinions seriously (S2076)	76%	91%	90%
their school looks for ways to improve (S2077)	95%	100%	95%
their school is well maintained (S2078)	92%	93%	100%
their school gives them opportunities to do interesting things (S2079)	76%	96%	95%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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 resource Centre teacher. It's a useful and engaging source of information for parents about our school.

The annual School Opinion Survey is a key tool 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

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	1,094	2,457
2013-2014	108,469	2,280
2014-2015	125,620	885

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

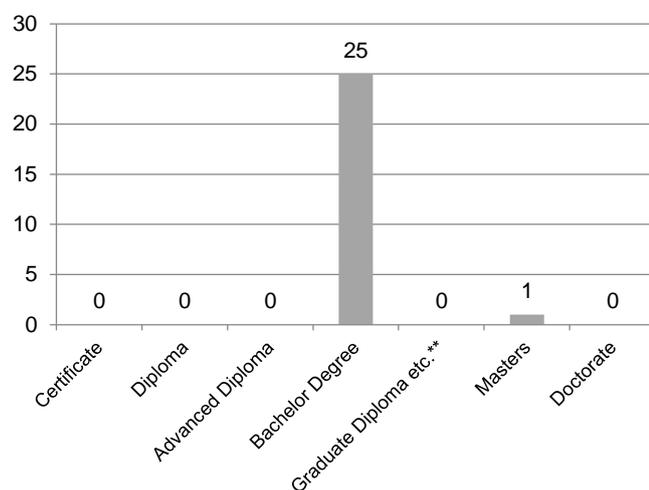
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	26	22	<5
Full-time equivalents	24	13	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	25
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	26



*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 2015 were \$51 000.

The major professional development initiatives are 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 trained and supported to implement a balanced reading program including Pearson's Gradual release Model
- ~ 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) and SWPBS

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	86%	89%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

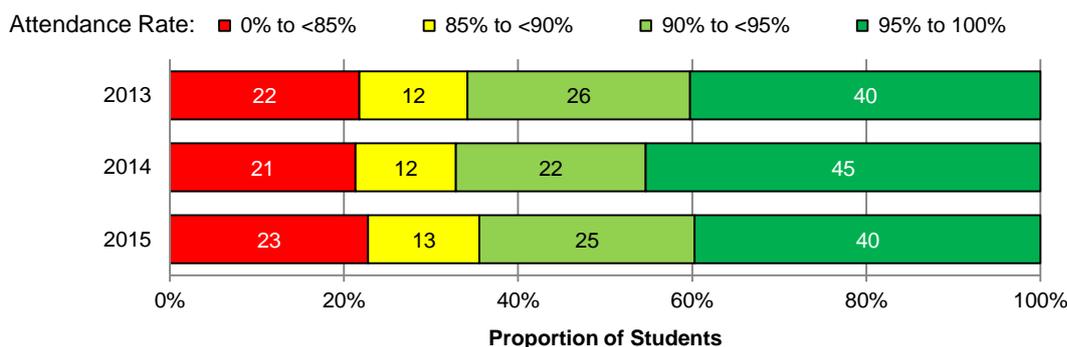
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	90%	90%	92%	92%	90%	87%	93%					
2014	92%	92%	92%	91%	93%	91%	88%	90%					
2015	89%	91%	92%	89%	93%	89%	90%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 electronically in the morning and afternoon, daily. 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.

In 2015, Central set a whole school attendance goal of 95%. The Deputy Principal collated weekly class attendance data and displayed it at Assembly and on the Admin noticeboard. Classes with 95% or greater weekly attendance rates were rewarded with an icy pole for each student.

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/>.

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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.