



Maryborough Central State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
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From the Principal

School overview

Maryborough Central State School has a strong commitment to quality schooling. It is noted for its association with primary education in Maryborough since 1862. Many students are the second and third generation of their families to attend our school. Our focus is squarely on educating the whole child, improving student outcomes for every child so that they are comparable with all Australian students, and continuing to foster Maryborough Central SS as a safe, happy and productive place to work and play.

At Maryborough Central, our vision is the promotion and development of a safe and supportive environment in which all people are: independent learners, confident and self-managing, socially responsible, effective communicators and happy and involved. We value safety, effort, respect and self responsibility. Our School Code of Behaviour is accepted by all school community members as fair, equitable and consistent, not only with expectations of students in the classroom or playground, but also in the home and wider community. School developed policies such as SunSafe; Mobile Phone Use; and Internet Use also support our School Code of Behaviour.

Maryborough Central SS works closely with other schools in the cluster to advance important initiatives, to support staff development and to provide enhanced learning experiences for students. Interaction with the Maryborough Indigenous Community and Student Engagement (CaSE) group improves cross-cultural understandings for all stakeholders. The District School Sports competition provides an important opportunity for many students to extend their sporting skills and to enhance social relationships with students from other schools. Staff from Central and both State High Schools work closely together to provide a meaningful and supportive transition program for Year 6 students moving to Year 7.

We have a strong Music program at Central. Our Music teachers operate a choir, an Instrumental Music program, including the strings orchestra, and/or the stage band, as well as weekly Music lessons for all classes. Our students perform in the community regularly and in Fanfare biannually. We hold a Research Competition each year culminating in a Research Awards Evening in Term 4. Year 6 students play a key leadership role in the school as School Captains, Vice-Captains, Student Council members and Sports House Captains.

Parent volunteers help in the tuckshop, in classrooms, with our Home Reading Scheme, with Book Fairs and at other special events. We also have a very active Parents and Citizens Association. Parents who become involved enhance the life of the school and help build strong home/school/community partnerships. The teamwork displayed by our staff and parents, in promoting student achievement, is a strength that is never underestimated. Continued consultative and collaborative decision making processes ensure that the contributions of all are valued.

School progress towards its goals in 2018

Improvement Priority	Strategy	Responsible staff	Progress
Enhance teachers' capacity in providing high yield teaching strategies through targeted professional development and continual coaching, modelling and feedback.	<ul style="list-style-type: none">Use C2C materials and the Literacy Continuum to support effective pedagogy to suit individual students and school contexts, including ICPsAlign pedagogy with Australian CurriculumEnsure consistency of teacher judgement and accurate reportingCreate a systematic approach to collaborative inquiry to improve teaching practices	Principal, HOC-Literacy Coach, HOSES	Achieved and ongoing
Strengthen PBL processes to ensure whole school approaches to effectively managing student behaviour are embedded across the school and are known and supported by staff.	<ul style="list-style-type: none">Analyse student data regularly to monitor progress, guide teaching practices and prompt early interventionImplement monitor and review attendance, behaviour, retention and attainment strategies for continuous	PBL Coach, HOC Student Services, Principal	Achieved and ongoing



	<p>improvement. Analyse student data regularly to monitor progress, guide teaching practices and prompt early intervention.</p> <ul style="list-style-type: none"> • Provide case management that supports school readiness, student attendance and retention, literacy and numeracy achievement for students at risk of disengagement. 		
Build greater understanding of the Australian Curriculum and reporting against the Standards of Achievement through existing collaborative planning, moderation and coaching processes.	<ul style="list-style-type: none"> • Develop a deep understanding of the Australian Curriculum and the requirements of the P-12 curriculum, assessment and reporting framework. • Align teaching, assessing and reporting of the Australian Curriculum. • Ensure consistency of judgement and accurate reporting against the Australian Curriculum achievement standards by improving assessment and moderation processes and practices. 	Principal, HOC-Literacy Coach	Achieved and ongoing
Develop an individual student goal setting and feedback process aligned to the EIA that is regularly monitored and reviewed to assist students with their own learning.	<ul style="list-style-type: none"> • Analyse student data regularly to monitor progress, guide teaching practices and prompt early intervention. • Use Early Start and the Literacy Continuum, using a range of assessment practices including Early Start materials. • Provide challenging learning experiences that further develop reading, writing, numeracy and STEM expertise across the curriculum. 	Principal, HOC –Literacy Coach, STLaNs, HOSES	Partially achieved-continue development of processes in 2019

Future outlook

School Improvement Priority: Reading

Strategy	Actions	Targets	Timelines/ Responsible Officers
Principal Leadership and Performance	<p>Use I4S funding to employ Literacy Coach</p> <p>Analyse and share collated school data-sets with staff (reading data A-E for all students, NAPLAN, Diagnostic)</p> <p>Explore cohort data through data conversations with leadership team and teachers</p> <p>Audit current inclusive practices and differentiation strategies</p> <p>Promote awareness of the reading improvement agenda to the broader school community</p>	<p>Funds budgeted</p> <p>Audits, conversations, plans completed</p>	<p>Term 1-4</p> <p>Principal</p>
Teacher Quality	<p>Implement focussed Professional Learning Communities)</p> <p>Through the Pods embed a shared understanding of:</p> <p>1 reading procedures and comprehension strategies</p> <p>2 STRIVE teaching strategies</p> <p>3 writing skills and knowledge (Sheena Cameron)</p> <p>4 Reading Goals</p>	<p>All staff understand where reading is embedded within the Australian Curriculum and</p>	<p>Term 1-4</p> <p>Lit Coach</p>



	<p>Literacy Coach will mentor teachers in the implementation of reading, STRIVE, writing strategies and reading goals</p> <p>Provide multiple, regular opportunities for teachers to engage with Instructional (Learning) Rounds via SWIVL to sharpen consistency of practice (as per Success Schools Plan)</p> <p>Provide feedback to teachers about how successfully reading, STRIVE, writing and reading goals routines are being implemented via Walk Throughs by principal and HOC</p> <p>Support teachers' understanding of Data Literacy (Assessment of/for/as learning in order to differentiate teaching and assessment)</p> <p>Align DPP for staff to the reading strategy</p> <p>Provide opportunities for teachers to engage with moderation within and across schools for Summative Assessment of English (A-E Data) to create consistency of A-E Data</p>	<p>within the Achievement Standards of English</p> <p>once per term internal moderation and twice per year cluster moderation</p>	<p>Principal Lit Coach</p> <p>Principal Lit Coach</p>
Successful learners	<p>Provide challenging learning opportunities for all students, including students with disabilities, students in care and Indigenous students, to demonstrate their potential through quality opportunities in reading setting</p> <p>Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention</p> <p>Implement, monitor and review attendance and attainment strategies for continuous improvement</p> <p>Implement PBL and Reboot strategies to enhance students' readiness to learn</p>	<p>all staff understand assessment tools and their purposes</p>	<p>Each planning day</p> <p>Lit Coach</p> <p>HOC</p> <p>Student Services</p>
School performance	<p>Collect and triangulate Reading data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes.</p> <p>Analyse reading data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings every 8 weeks</p> <p>Communicate reading improvement of students to parents through individualised reading goals</p> <p>Celebrate reading progress within the wider community through newsletters and assembly</p> <p>Celebrate expert teaching team and recognise improvements in individual cohort reading data through the agenda at staff meetings</p>	<p>Data analysis complete</p> <p>Reading data wall up to date</p>	<p>Each planning day</p> <p>Lit Coach</p>
Regional Support	<p>Seek support of Regional staff to provide feedback on the efficacy of school practices – cycle of continuous improvement</p> <p>Inclusion</p> <p>Early Years Project</p>	<p>Audits complete, plans for improvement written</p>	<p>Sem 1 & Ongoing</p> <p>Principal, Head of Inclusion</p>
Local decision making	<p>Communicate reading improvement of students to parents through individualised reading goals</p> <p>Celebrate reading progress within the wider community through newsletters and assembly</p> <p>Celebrate expert teaching team and recognise improvements in individual cohort reading data through the agenda at staff meetings</p>	<p>communication via newsletter, assembly, interviews and Facebook occurs</p>	<p>several times per term</p> <p>Principal</p>



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	324	307	302
Girls	154	148	148
Boys	170	159	154
Indigenous	71	77	69
Enrolment continuity (Feb. – Nov.)	89%	91%	84%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Approximately 25% of our students identify as Aboriginal and/or Torres Strait Islanders; and approximately 12% have diagnosed disabilities. Our AEDC data indicates that approximately 40% of students are vulnerable academically and socially at entry to Prep. Student transience is a characteristic of the Maryborough area, including Maryborough Central. The school is located in a low socioeconomic community, with a high unemployment rate. There is a high proportion of one parent and blended families.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	23	22
Year 4 – Year 6	27	26	26

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Celebration of Learning, and of Attendance Awards on assembly each Friday.

Special Education Program that supports the inclusion of all students to access classroom programs and school activities.

Class cluster groupings, supported by teacher aides, to cater for students with particular learning needs.

Collaborative planning in teacher teams, of ACARA, including differentiation strategies to engage the range of student.

LOTE, German, program for years 5 and 6 students.

Digital Technologies program coordinated by our Resource Centre teacher.



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Recognition of positive behaviours in the playground with our Gotchas 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. Year 3 Strings Immersion program for all year 3 students, utilising school purchased instruments.
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.

Co-curricular 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 Maryborough cluster schools.
Teams compete in the Maryborough Technology Challenge annually: Smiley pushcarts race.
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.
Readers Cup and Junior Readers Cup for years 5/6 and $\frac{3}{4}$ respectively.
Optiminds competition.
Maryborough Schools Zone Sports competition for years 5 and 6: 6 weeks each during terms 1 and 3.
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 resources and to increase student engagement.
Computer laboratory for skill development, including use of targeted software and internet sites.
Computer/laptop 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

Overview

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 HOC Student Services then monitors the progress of these students closely.

The school's Positive Behaviour for Learning (PBL) Committee drives decisions about whole school strategies to improve student behaviour based on school data. The Team Around the Child (TAC) and PBL Committees meet every fortnight to discuss and prioritise the support needs of students at risk of disengagement, whose learning is also at risk, as identified by class teachers. The Principal and HOC Student Services 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 TAC Committee. Our local Adopt-A-Cop is also on call to help educate students in any area related to responsible community membership.

The volunteer School Tuckshop Convenor, managed 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. Pastoral support is provided by our School Chaplain, funded for 1 day per week by the National School Chaplaincy Program. The Principal is a member of the local Community and School Engagement (CASE) 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	94%	79%
• this is a good school (S2035)	81%	89%	79%
• their child likes being at this school* (S2001)	88%	100%	84%
• their child feels safe at this school* (S2002)	82%	100%	79%
• their child's learning needs are being met at this school* (S2003)	88%	94%	79%
• their child is making good progress at this school* (S2004)	94%	94%	79%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	89%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	94%	79%
• teachers at this school motivate their child to learn* (S2007)	88%	94%	89%
• teachers at this school treat students fairly* (S2008)	76%	89%	68%
• they can talk to their child's teachers about their concerns* (S2009)	88%	94%	89%
• this school works with them to support their child's learning* (S2010)	88%	94%	71%
• this school takes parents' opinions seriously* (S2011)	81%	89%	78%
• student behaviour is well managed at this school* (S2012)	65%	78%	68%
• this school looks for ways to improve* (S2013)	88%	94%	83%
• this school is well maintained* (S2014)	88%	83%	74%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	89%	92%	90%
• they like being at their school* (S2036)	81%	89%	84%
• they feel safe at their school* (S2037)	91%	75%	75%
• their teachers motivate them to learn* (S2038)	89%	93%	95%
• their teachers expect them to do their best* (S2039)	95%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	91%	93%
• teachers treat students fairly at their school* (S2041)	87%	86%	82%
• they can talk to their teachers about their concerns* (S2042)	86%	86%	78%
• their school takes students' opinions seriously* (S2043)	77%	82%	82%
• student behaviour is well managed at their school* (S2044)	77%	75%	58%



Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	96%	96%	92%
• their school is well maintained* (S2046)	88%	86%	73%
• their school gives them opportunities to do interesting things* (S2047)	92%	92%	91%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	86%	95%
• they feel that their school is a safe place in which to work (S2070)	93%	71%	92%
• they receive useful feedback about their work at their school (S2071)	91%	79%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	100%	100%
• students are encouraged to do their best at their school (S2072)	91%	78%	95%
• students are treated fairly at their school (S2073)	84%	70%	81%
• student behaviour is well managed at their school (S2074)	74%	34%	68%
• staff are well supported at their school (S2075)	77%	57%	78%
• their school takes staff opinions seriously (S2076)	83%	60%	78%
• their school looks for ways to improve (S2077)	86%	76%	89%
• their school is well maintained (S2078)	86%	81%	92%
• their school gives them opportunities to do interesting things (S2079)	88%	85%	84%

* Nationally agreed student and parent/caregiver items.

'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 are offered prior to the delivery of Semesters 1 and 2 Report Cards. Support Teachers Literacy and Numeracy in the upper and lower schools invite parents to participate in interviews to discuss and approve Individual Support Plans, Individual Behaviour Plans and Individual Curriculum Plans. Special Education staff consult with parents to create goals for Individual Education plans for students verified with a disability. Students in Care are supported with Education Support Plans, which are a result of collaboration between DOCS Case Managers, carers and school staff.

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 and Facebook page are useful and engaging sources of information for parents and the community 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.

Respectful relationships education programs

The Positive Behaviour for Learning team has developed and implemented lesson plans, implemented across year levels, based on our school rules of Safety, Effort, Respect and Self-responsibility that focus on appropriate, respectful and healthy relationships. Teachers and staff members in all subject areas explicitly teach about and model mutually respectful relationships.

The Reboot program, introduced and implemented across the whole school in 2017, teaches self-awareness and tools for students and adults to improve self-regulation of emotions and behaviours. Staff professional development and learning sessions for students have been effective in developing students' knowledge and skills; and to build a culture that seeks to prevent gender based violence, through the building of respectful relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	102	105	106
Long suspensions – 11 to 20 days	2	2	3
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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, the Junior and Senior toilets. The SEP and Junior school vegetable gardens are watered using rainwater. 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 6. Students, staff and parents are encouraged to consider the environment in all activities.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	130,969	141,336	81,867
Water (kL)	9,755	4,648	2,589

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.



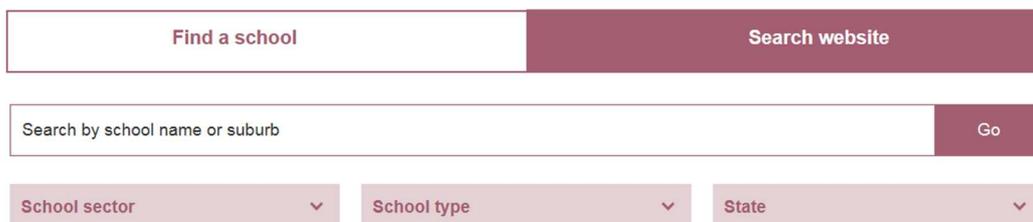
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au) website at.

How to access our income details

1. Click on the *My School* link [http://www.myschool.edu.au/](http://www.myschool.edu.au).
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Above the search bar are two buttons: "Find a school" and "Search website". Below the search bar are three dropdown menus labeled "School sector", "School type", and "State".

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



A rectangular button with the text "View School Profile" inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



The screenshot shows a horizontal navigation menu with the following items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a dark background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	24	25	5
Full-time equivalents	22	13	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	0
Graduate Diploma etc.*	0
Bachelor degree	24
Diploma	0
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 41 631

The major professional development initiatives are as follows:

- ~ Professional development in the implementation of ACARA
- ~ full day planning sessions each 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
- ~ Teachers trained and supported to implement a balanced reading program including Pearson's Gradual Release Model and also the implantation of individual student reading goals
- ~ Teachers supported to work in teams, analysing PAT, NAPLAN and reading data
- ~ school team trained in the implementation of pre-, mid, draft and post moderation of student work, including the giving of quality individual feedback..

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.



Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	90%	85%
Attendance rate for Indigenous** students at this school	83%	91%	84%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

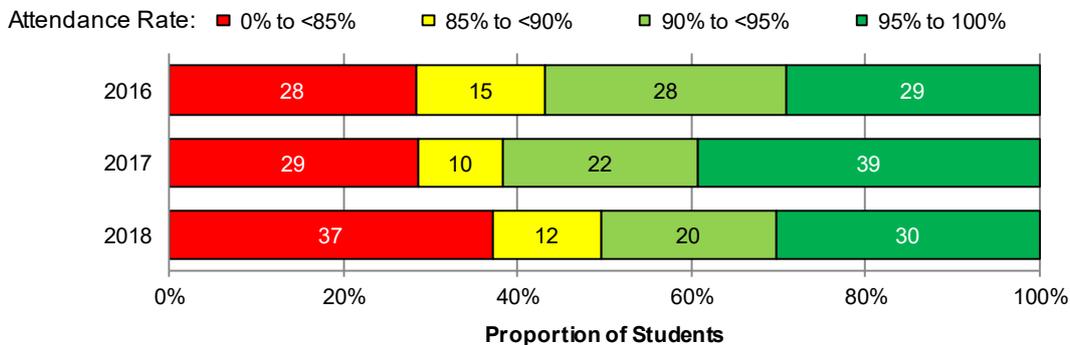
Year level	2016	2017	2018
Prep	92%	90%	85%
Year 1	89%	92%	84%
Year 2	91%	91%	88%
Year 3	90%	92%	85%
Year 4	88%	89%	90%
Year 5	85%	89%	85%
Year 6	88%	88%	82%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 consistent 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 by Office staff on the same day. Central subscribes to the SMS4Schools service, which sends text messages to parents by 10am each day, reporting their child’s unexplained absence.

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 HOC Student Services 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 2018, Central set a whole school attendance goal of 95%. The HOC Student Services 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



4. Click on ‘NAPLAN’ to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school’s NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

