

Osborne State School Queensland State School Reporting 2014 School Annual Report



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Principal's foreword

Introduction

This is the Annual Report for the 2014 school year. Throughout the year, the school community continued working towards achieving the goals set out in the School Strategic Plan (2013-2016). The school priorities included:

- Explicit Teaching of reading, spelling and number facts.
- Pedagogical Framework – Explicit Instruction implementation.
- Parent and Community Engagement Framework – school and community relations.
- Staff Capacity Building – Developing Performance Framework.

As part of an initiative to improve student learning in Queensland state schools, Teaching and Learning Audits are conducted in every Queensland state school to provide quality feedback on how the school is performing and to inform school planning processes. During the audit, an independent, experienced school principal visits the school to collect a range of data and information about school practices, programs and procedures in the area of teaching and learning. Interviews. During Term 3, the school was involved in a Teaching and Learning Audit. The school was commended on:

- Significant progress in the domains of An Explicit Improvement Agenda, An Expert Teaching Team, Systematic Curriculum Delivery and Effective Teaching Practices.
- Explicit improvement agenda with a focus on reading, writing and numeracy has been communicated to the wider school community.
- Comprehensive data sets are being used to monitor student improvement.
- School has a positive tone and strong expectations that every student will learn successfully.
- Pedagogical framework has been developed and work has commenced on using an explicit teaching framework.

The Auditor also affirmed that at Osborne State School:

- Teachers expressed that they were open to giving and receiving constructive feedback
- Daily and weekly planning and organisation of school resources is being used to support whole class, small group and individual student instruction across all year levels
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, history and science.

They have reflected on how best to address the curriculum requirements of multi-age classes. During term 4 the school also participated in an Internal Audit in Term 4. The school's achieved an overall rating of Effective Controls.

OUR VISION For our students to have every opportunity to obtain a quality education and develop life-long learning skills.

OUR PURPOSE In partnership with parents, our purpose is to create positive learning experiences within a comfortable, challenging, safe and happy environment with emphasis placed on individual needs and learning styles

School progress towards its goals in 2014

Reading – explicit teaching of reading
Writing – explicit teaching of spelling, punctuation and grammar
Numeracy – explicit teaching of numeracy skills
Staff Capacity Building
Sharratt Focus School Priorities

1. Shared Beliefs and Understandings
2. Use a Case Management Approach
3. Cross-Curricular Literacy Connections
4. Shared Responsibility and Accountability

We achieve this by:

- Creating safe, inviting and positive learning experiences within a comfortable, challenging, safe and happy environment.
- Providing a differentiated curriculum based on individual learning needs and styles.
- Providing explicit targeted instruction based on high yield, research based teaching strategies.
- Setting individual learning goals for each student to strive to achieve.
- Providing clarity around learning for teachers, students and parents.
- Celebrating learning.

In 2014, the school implemented strategies to work towards the above goals. These strategies will continue to be implemented in 2015 as the school continues to progress towards achieving these goals and refining our achievements.

Future outlook

Reading – explicit teaching of reading
Writing – explicit teaching of spelling, punctuation and grammar
Numeracy – explicit teaching of numeracy skills
Attendance
Staff Capacity Building
Sharratt Focus School Priorities

1. Shared Beliefs and Understandings
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Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	11	5	6	75%
2013	12	4	8	73%
2014	14	2	12	73%

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

Characteristics of the student body:

The 2014 school population consisted of students from Anglo-Saxon, Aboriginal, Torres Strait Islander and South Sea Islander backgrounds. 50% of students who attended the school identified as Aboriginal or Torres Strait Islander. 50% of the students live in the rural surrounds of the school, whilst 50% travel out to the school from the town of Home Hill. The school community group consists of a diverse mix of family groups including nuclear families, extended families, single parents and informal adoptive families. Within these family groups, there is a mix of employed and unemployed parents and carers.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	4	15	11
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	2	4
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings include:

- A multi-age classroom in a small rural school that provides for ability based / differentiated learning.
- The Australian Curriculum: English, Maths, Science, Geography and History being implemented through the use of the C2C unit of works. Essential Learnings form the basis of all other areas for teaching and learning. The Essential Learnings cover "Ways of Working" and specific "Knowledge and Understanding" in each KLA. These KLAs are formally reported on at the end of each Semester
- Integrated approach to learning incorporating Literacy and Numeracy skills across learning in other curriculum areas, such as SOSE, Science, Technology and The Arts.
- Information and Communication Technologies - integrated into all areas of the curriculum. All students have access to Computers including email and Internet and all students have access to iPads.
- School Curriculum Camps and Excursions.
- Specialist HPE teacher for all students.
- Specialist LOTE teacher for students in grades 5 and 6.
- Regular links with other small schools in the district through programs such as Jarvisfield, Gumlu, Osborne, Kalamia State Schools (JGOKSS) Fun Days

Links with local community groups such as BBIFMAC – Protecting our Waterways, Gudjuda Reference Group, Queensland Fire Service and SEAT.

Extra curricula activities

During 2014, students from our school participated in:

- Interschool Sports and Athletics Carnivals
- Jarvisfield, Osborne and Kalamia State Schools (JOKSS) Days – small school interaction days designed to promote social learning through activities like sports and science.
- Swimming (Term 1 and 4) – across whole school
- Ingham Earth Smarties – Science Program
- ANZAC Day Parade
- JAG – Junior Astronomy Group
- Home Hill Harvest Festival
- Home Hill Schools Coalition which promotes links between primary schools and the local high school
- NAIDOC Day at Home Hill State Primary School
- High School Induction Parade
- Home Hill High School Yr 6 and 7 High School Experience Days

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How Information and Communication Technologies are used to assist learning

Information and Computer Technologies are seen as vital tools for children to use to find, store, manipulate and present data in its various forms. The current computer to student ratio is 1:2. Interactive Whiteboard continues to be used in the classroom to enhance teaching and learning experiences in Literacy and Numeracy as well as other learning areas. The internet provides students with data sources which extend upon the school's well stocked library. Word processing software was used to enhance the children's writing skills before publishing assessment. Literacy and Numeracy software programs are also accessed by students for learning purposes along with web based educational programs such as Reading Eggs and Mathletics. LOTE (Year 6 and 7) is delivered digitally through iConnect at our school.

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Social Climate

The small school enrolment ensures all children are well known to each other and to all staff members, giving a "family feel" to the school. The school has an active Parents and Citizens Association that holds annual events such as a Fancy Dress Ball, Sausage Sizzles and Rum Ball Drives. The school has access to a Support Teacher Literacy and Numeracy (STLaN), a Guidance Officer and a Speech Pathologist. The school is also supported by the services of Burdekin Rural Health.

At Osborne State School we foster a positive learning environment which encourages all students, staff and the school community to interact effectively with one another. We also relish the opportunity to invite members of the wider community in to our school for educational purposes. Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Osborne State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	75%
this is a good school (S2035)	100%	100%	75%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	75%
their child's learning needs are being met at this school* (S2003)	100%	100%	75%
their child is making good progress at this school* (S2004)	100%	100%	75%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	83%	75%
student behaviour is well managed at this school* (S2012)	100%	83%	75%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	75%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the 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

Parent involvement is encouraged at our school in a variety of ways both formally and informally, this is achieved through:

- Fortnightly school newsletters;
- Weekly school parade and awards ceremony;
- P & C functions and fundraising – Sausage Sizzles, Rum Ball Drives, Fancy Dress Ball, Raffles;
- Report Card Interviews (end of each Semester);
- End of Term/Year – Awards and Celebrations;
- Monthly P&C Meetings;
- Phone Calls and discussions (both formal and informal) and
- Parent volunteering opportunities – classroom activities, excursions/camps/sports, transport.

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Reducing the school's environmental footprint

Students and staff at Osborne State School are encouraged to reduce their environmental footprint by acting sustainably in their use of resources such as paper and other consumables in the classroom. This is further encouraged through our close links with the Paluma Environmental Education Centre and involvement in the Ingham Earth Smarties project. Osborne State School does not pay for water as the school relies totally on water direct from underground

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	10,958	0
2012-2013	6,843	0
2013-2014	8,788	0

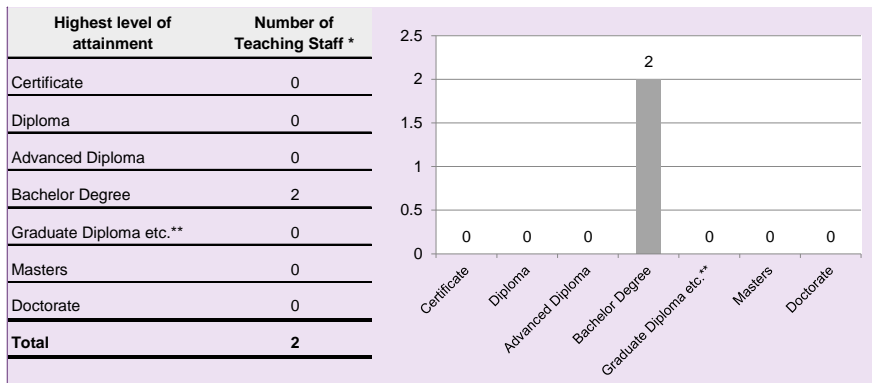
The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	1	2	0

Qualification of all teachers



Commented [PJ5]: Double click the table and insert qualifications for teachers on staff. Total should equal how many teachers were on staff in 2014...definitely not 70. Put a zero where applicable.

*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 2014 were \$4,554.52.

The major professional development initiatives are as follows:

- Regional Principal's Business Forum

Commented [PJ6]: Ask AO for money spent on PD in 2014



- C2C unpacking, assessment, differentiation and moderation sessions
- Peer coaching and feedback
- Explicit Instruction
- STRIVE Vocabulary Development
- Oral language development strategies
- Guided reading
- Functional grammar and spelling
- Kids Matter
- Various webinars and online learning programs to suit individual staff needs.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Commented [PJ7]: Check with AO

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	93%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
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The overall attendance rate for the students at this school (shown as a percentage). 96% 93% 84%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

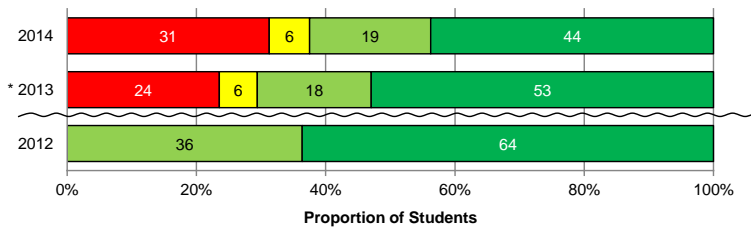
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	100%	DW	DW	DW	DW	98%						
2013	96%	94%	88%	DW	98%	88%	91%					
2014	96%	81%	DW	DW	94%	90%	58%					

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%



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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.

At Osborne State School, rolls are marked in the morning during first session and in the afternoon prior to students being released from school. In the event of a student being absent from school without explanation, a follow up phone call or face to face chat will be undertaken with the parent or carer of the student. If a student is continually absent and phone contact cannot be established, a formal letter is mailed to their residential address.

To encourage high attendance rates, we maintain regular contact with parents and carers through face to face interactions – this is known as our "Out the Gate" policy, as staff members regularly walk out the school gate in the afternoon to greet and talk with parents collecting their children from school. Attendance is also encouraged through articles in the school newsletter pertaining to the importance of regular attendance at school. We also encourage student attendance by maintaining a friendly, supportive classroom environment, through our positive behaviour support program, and by awarding certificates for regular attendance

Commented [PJ8]:

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

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Search by suburb, town or postcode

Sector Government
 Non-government

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

During 2014, 50% of students at the school identified as Indigenous. 72% of Indigenous students at the school had an attendance rate greater than 85% with 28% having 100% attendance during the year. Due to small student numbers, NAPLAN data has been withheld.

Commented [PJ9]: What % of students identified as indigenous?

Commented [PJ10]: Consider how to write this without identifying individual students.