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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> .
Contact Person	Hayley Laidlow – Acting Principal

## Principal's foreword

### Introduction

This is the Annual Report for the 2011 school year. Throughout the year, the school community continued working towards achieving the goals set out in the School Strategic Plan (2009 – 2011).

**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 2011

During the 2011 school year, Information and Communication Technologies (ICTs), improving Literacy and Numeracy and Productive Community Partnerships continued to be major areas of focus.

#### ICTs:

- Use of software – literacy, numeracy, keyboard / typing
- Continuation to integrate ICTs into all KLAs
- Purchase of and student use of printer in Computer Lab

#### Literacy:

- Continued use of ACER PAT-R standardised tests (Reading Comprehension, Vocabulary and Spelling) for internal monitoring purposes

#### Numeracy:

- Continued use of ACER PAT-M standardised test (Mathematics) for internal monitoring purposes

#### Productive Community Partnerships:

- Continued promotion of school via the local media
- Continued use of community agencies to enhance learning



### Future outlook

The key priorities for 2012 for our school are literacy, reading, number and engagement /connectedness. Our vision for 2012 remains the same, for our students to have opportunities to obtain a quality education and develop life- long learning skills.

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.
- Setting individual learning goals for each student to strive to achieve.
- Celebrating learning.

## School Profile

**Coeducational or single sex:** Coeducational

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

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
11	5	6	67%

## Characteristics of the student body:

The 2011 school population consisted of Anglo- Saxon and aboriginal cultures. 45% of students were indigenous. 92% of students live in the rural surrounds of the school with the other 8% travelling out to the school from Home Hill. The school community consists of diverse family groups including nuclear families, single parents and informal adopted families. Within these family groups, there is a mix of employed and unemployed parents/carers.

## Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	12
Year 4 – Year 10	
Year 11 – Year 12	
All Classes	12

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

## 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.
- In accordance with the Queensland Studies Authority, Essential Learnings form the basis of all 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.
- Science Sparks links
- Earth Smart Science – Environmental Sustainability Student Leadership
- School Curriculum Camps and Excursions
- BBIFMAC – Protecting Our Waterways

### Extra curricula activities.

During 2011, students from our school participated in:

- Interschool Sports and Athletics Carnivals
- 2010 Queensland Premier's Reading Challenge
- ICAS Science, English, Mathematics Competitions
- Swimming (Term 1 and 4) – across whole school
- Little Athletics Program (leading up to C Schools Athletics Carnival)
- ANZAC Day Parade

### 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 1:1 ½ and an interactive whiteboard has been utilised to enhance teaching and learning experiences in Literacy and Numeracy as well as other Key Learning Areas. The internet provides students with data sources which extend upon the school's well stocked library. Word processor software has been used to enhance the children's writing skills before publishing their work in any of numerous genres e.g. letters, emails including attachments and PowerPoint presentations. Literacy and Numeracy software programs are also accessed by students for learning purposes. LOTE (Year 6 and 7) is delivered through iConnect at our school.

## 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 and Trivia Night. The school has access to a Support Teacher Literacy and Numeracy (STLAN), a Behaviour Management Support Teacher, a Guidance Officer and a Speech Pathologist. The school is also supported by the services of Burdekin Rural Health, Dental Van and an Adopt-A-Cop.

### Parent, student and teacher satisfaction with the school

Osborne State School fosters a strong, welcoming and family oriented environment. The data below is evident of the overall satisfaction our students, parents and staff have towards the school.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	80%
Percentage of students satisfied that they are getting a good education at school	100%
Percentage of parents/caregivers satisfied with their child's school	60%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	80%
Percentage of staff members satisfied with morale in the school	100%

DW – Data withheld

### 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;
- P & C functions and fundraising – Trivia Night, Fancy Dress Ball, Raffles;
- Report Card Interviews (end of each Semester);
- End of Year – Awards Celebration;
- Phone Calls and discussions (drop off and pick up time); and
- Parent volunteering opportunities – classroom activities, excursions/camps/sports, transport.

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Osborne State School students developed and ran a recycling program during 2010 and this program continued to run during 2011. In 2010, solar panels were also installed and were running during 2011 helping us to significantly reduce our power usage. This reduction can also be attributed to environmental factors such as reduced rainfall which also helped us to reduce our energy consumption. Osborne SS does not pay for water as the school relies totally on water direct from underground.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	10,745	0
2010	17,966	0
% change 10 - 11	-40%	N/A

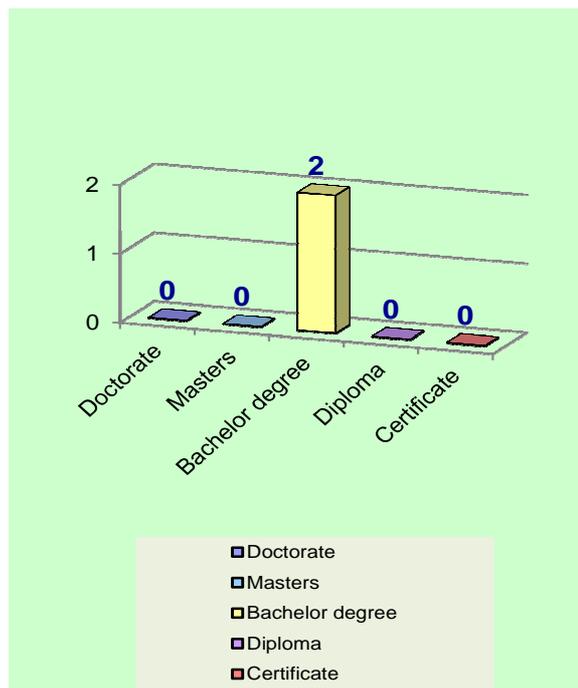
# Our staff profile

## Staff composition, including Indigenous staff

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

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	2
Diploma	0
Certificate	0



### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$7181.

The major professional development initiatives are as follows:

- Queensland Studies Authority – Shaping of Teaching and Learning
- Regional Principals Business Meetings
- Literacy including Australian Curriculum English Workshop
- One School Training
- Building Blocks Conference

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 29% of staff was retained by the school for the entire 2011 school year.

### School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 80%.

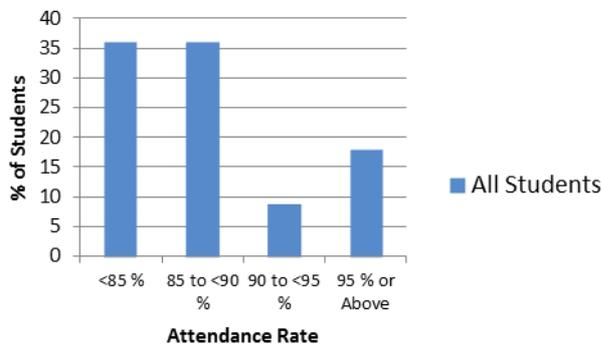
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
71%	86%	78%		86%	100%	84%					

### Student Attendance Distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

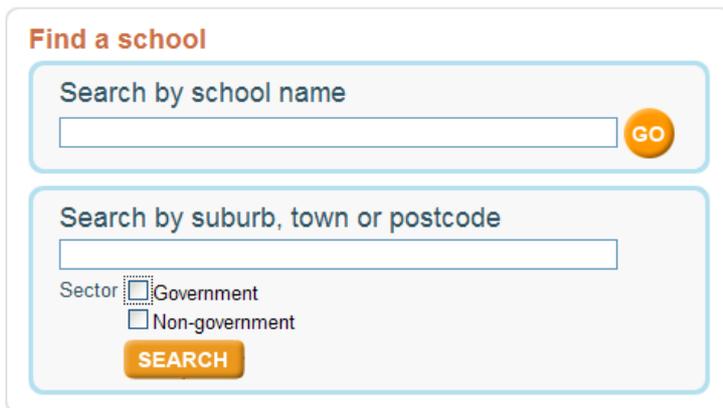
The roll is marked twice daily. Parents/carers are contacted via phone if a student is absent for more than one day in a row or an explanation is not given or the return to school of the student. If a student is continually absent and phone contact cannot be established, a formal letter is mailed to their residential address.

## Performance of our students

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" section with two radio buttons for "Government" and "Non-government", and a yellow "SEARCH" button.

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

In 2011, 45% of the student population was indigenous. The school's indigenous mean in NAPLAN (Yr 3 Numeracy) for 2011 was higher than the indigenous mean for North Queensland Region schools. The school's indigenous mean in NAPLAN (Yr 3 Writing) for 2010 was equal to the indigenous mean for North Queensland Region schools. During 2011, 40% of indigenous students in the school had an attendance rate greater than 80%.