

Osborne State School (0074)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

This is the Annual Report for the 2012 school year. Throughout the year, the school community continued working towards achieving the goals set out in the School Strategic Plan (2009 – 2011). During Term 4, the school undertook the Quadrennial School Review (QSR) process. During the QSR process, through school and community based consultation, the School Strategic Plan 2013-2016 was created.

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 2012

Key Priorities for 2012

Goal	Strategies	Performance Indicators	Progress
To improve student Literacy levels	Implement a Literacy Block – focus on comprehension skills Establish an Early Years literacy focus Implement the C2C curriculum – English units Implement the C2C spelling units Administer PM Benchmark Test (once per term) Waddington Spelling Test (Term 1 & 4) Waddington Reading Test (Term 1 & 4) Administer PAT-R test (Term 1 and 4) Identify students who require support Provide intervention for identified students Use of STLAN to improve Reading and Writing skills across whole school Engage teaching staff in Reading and Grammar/Punctuation PD to develop their performance	PM Benchmark Reading Test 2011 PREP – Level 5-7 Yr 1 - Level 14 Yr 2 - Level 23 Yr 3 - Level Yr 4 - Level 24 Yr 5 - Level 26 Yr 6 - Level 28 Yr 7 - Level 30+ School Opinion Survey 2011 85% parents satisfied that the school is developing their child's literacy skills (S107)	During Semester 2, 2012 literacy block was implemented into the school program along with the implementation of the C2C multi-level units of work for English and C2C spelling program tailored to suit individual students' needs. PM Benchmark and PROBE testing has been undertaken each term. At the end of 2012, students had not yet reached the levels indicated but all were showing positive progress. The STLAN was utilized to provide support in the development of oral language skills for students in Prep and Grade 1. She was also used to provide staff with training in Guided Reading and skills to develop oral fluency in students. 2012 School Opinion Survey data showed that 100% of parents were satisfied 'that the school is developing their child's literacy skills'. We are continuing to work on developing the students' literacy skills during 2013.
To improve student Numeracy levels	Implement a Numeracy Block Waddington Numeracy test (prep term 4) Administer PAT-M test (Term 1 and 4) Identify students who require support Provide intervention for identified students	Mathematics QCAT 2011 Yr 4 - C Yr 6 - C NAPLAN Results 2011 (at or above minimum National standard) Yr 3 - 100% Yr 5 - 50% Yr 7 - 100% PAT-M Test 2011 (All yr levels)	During Semester 2, 2012 a Numeracy block was implemented in the school program to assist in the development of student Numeracy skills. As QCATs were no longer compulsory, it was decided not to undertake these tasks. During 2012, no students at Osborne State School participated in NAPLAN testing. PAT-M was administered during Term 3 and again in Term 4 with most students showing positive progress. The 2012 School Opinion Survey showed that 100% of parents were satisfied 'that the school is developing their child's numeracy skills'. We are continuing to work on developing the students' numeracy skills during 2013.

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		<p>Mathematics 70 percentile</p> <p>School Opinion Survey 2011</p> <p>85% parents satisfied that the school is developing their child's numeracy skills (S106)</p>	
<p>To provide each student with the skills to apply ICTs (Information Communication Technologies) across a variety of curriculum areas</p>	<p>Embedding ICTs in units of work, wherever possible</p> <p>Regular use of SMARTBOARD in teaching / learning across all KLAS</p> <p>Use of Robotics in conjunction with Burdekin Band 5 Cluster</p> <p>Purchase and use of Digital Technologies - video camera, digital camera</p> <p>Engage teaching staff in relevant ICT PD to develop their performance</p>	<p>Students are starting to apply ICTs across all curriculum areas</p> <p>School Opinion Survey Parents 2011</p> <p>85% parents were satisfied that the school is developing their child's computer technology skills (S165)</p> <p>School Opinion Survey Students 2011</p> <p>85% students are satisfied with the computer technology skills they have learnt at school (S166)</p> <p>ICT Certificate 2011</p> <p>100% teachers attain ICT Certificate</p>	<p>With the implementation of the Australian Curriculum: English, Maths and Science through the use of the C2C units of work, and the continued use of Essential Learnings in other KLAS ICTs are being applied across all curriculum areas. During Semester 2, 2012 the school purchased a new Interactive Whiteboard which is now being utilized by all students. A digital camera and voice recorder were also purchased and are being utilized in various subject areas. The school opinion survey shows that 100% of parents agree that 'the school is developing their child's computer technology skills'. 100% of students agree that they are 'satisfied with the computer technology skills they have learnt at school'.</p> <p>During 2013, the school plans to purchase and implement the use of iPads to further enhance the students ICT skills.</p>
<p>To strengthen relationships within the school and broader community to promote our school as a quality learning facility</p>	<p>Utilising community agencies to enhance learning - e.g. BBFIMAC (SOSE), Burdekin Rural Health (HPE), Cowboys Fitness Program (HPE)</p> <p>Advertising school events and fundraisers through Burdekin Shire via Newspaper and Radio</p>	<p>School Opinion Survey Parents 2011</p> <p>85% of parents feel that staff are approachable (S153)</p> <p>85% of parents felt that 'this is a good school' (S100)</p> <p>Increase in community attendance at school functions</p> <p>Increased involvement of community members/agencies in learning</p>	<p>During 2012, the school continued to develop its partnerships with the local community. BBFIMAC, Burdekin Rural Health, the Cowboys Fitness Program, Home Hill Fire Brigade, Police Liaison Officers and other community organisations were involved in the school. The school was regularly featured in the local newspaper and participated in the Home Hill Harvest Festival Parade. According to the school opinion survey, 100% of parents agree that 'staff are approachable' and that 'this is a good school'</p> <p>During 2013, the school will be developing its Parent and Community Engagement Framework and will continue to work to strengthen school-community relationships.</p>

Future outlook

School vision: for our students to have opportunities to obtain a quality education and develop life- long learning skills.

Our key priorities for 2013 are:

School Priorities

- Reading – explicit teaching of reading
- Writing – explicit teaching of spelling
- Number – explicit teaching of number facts
- Pedagogical Framework – Explicit Instruction implementation
- Parent and Community Engagement Framework – school and community relations
- Staff Capacity Building – Developing Performance Framework
- Implementation of the Australian Curriculum (History)

Regional Priorities

- Attendance
- Closing the Gap

Core Learning Priorities

- Science
- Transition of Year 7 students to high school

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 in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	13	5	8	100%
2011	11	5	6	67%
2012	11	5	6	75%

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

Characteristics of the student body:

The 2012 school population consisted of Anglo- Saxon and aboriginal cultures. 63% 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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	11	12	4
Year 4 – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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.
- The Australian Curriculum: English, Maths and Science is 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.
- Science Sparks links
- School Curriculum Camps and Excursions
- BBIFMAC – Protecting our Waterways

Extra curricula activities

During 2012, students from our school participated in:

- Interschool Sports and Athletics Carnivals
- Jarvisfield, Gumlu, Osborne and Kalamia State Schools (JGOKSS) Days – small school interaction days designed to promote social learning through activities like sports and science.
- Swimming (Term 1 and 4) – across whole school
- ANZAC Day Parade
- JAG – Junior Astronomy Group
- Home Hill Harvest Festival

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 processing software has been used to enhance the children's writing skills before publishing their work in any of numerous genres e.g. letters and PowerPoint presentations. 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 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 Guidance Officer and a Speech Pathologist. The school is also supported by the services of Burdekin Rural Health and the Dental Van.

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. This is reflected in our School Responsible Behaviour Plan which states:

We believe that it is important that members of Osborne State School conduct themselves in a manner, which enables all school members to work. Essential to learning are:

- *The rights of all students to learn*
- *The rights of all teachers to teach*
- *The rights of all to be safe.*

Code of Conduct

Our school at a glance

1. I will take responsibility and care for people's feelings and belongings.
2. I will be courteous towards others.
3. I will cooperate with all other people in the school community.
4. I will make sure my behaviour respects and considers others.
5. I will give all school activities my best effort and use common sense at all times.
6. I will show, in my behaviour, that I am proud of Osborne State School.

At Osborne State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

- Teachers, in partnership with their students and parents/carers, develop common expectations for acceptable standards for behaviour.
- These expectations are explicitly taught, displayed, modelled, practiced and reinforced.
- Teachers are responsible for establishing and maintaining effective communication with parents/carers on student behaviour.
- Teachers are expected to collaborate with peers, in seeking expertise in the development of responsible support plans and strategies for students.

The fair and consistent implementation of this plan has resulted in student satisfaction that 'this school is a safe school' being 100% and parent satisfaction that 'student behavior at this school is well managed' being 100%.

Parent, student and staff 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 (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%

Our school at a glance

this school is well maintained* 100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	100.0%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	75.0%
with the individual staff morale items	100.0%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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;
- 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.

At Osborne State School, students and staff are encouraged to reduce their environmental footprint by regularly recycling using the school's recycling bins. In 2010, solar panels were also installed and were running during 2011 helping us to significantly reduce our power usage, this trend has continued into 2012. Our low power usage can also be attributed to environmental factors such as reduced rainfall which also helped us to reduce our energy consumption. Osborne State School does not pay for water as the school relies totally on water direct from underground.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	17,966	0
2010-2011	10,745	0
2011-2012	10,958	0

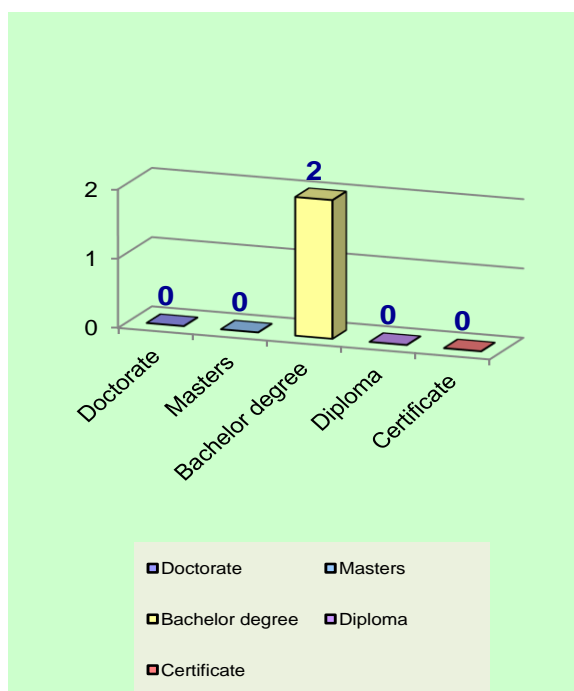
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	1.3	1.3	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 2012 were \$7826.

The major professional development initiatives are as follows:

- Regional Principals' Business Forum
- Finance Training – OneSchool and Corporate Card
- Professional Learning Community (PLC)
- Jolly Phonics training

Our staff profile

- Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS)
- C2C unpacking and moderation session

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.1%	95.5%	97.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, -12% of staff was retained by the school for the entire 2012 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	80%	96%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

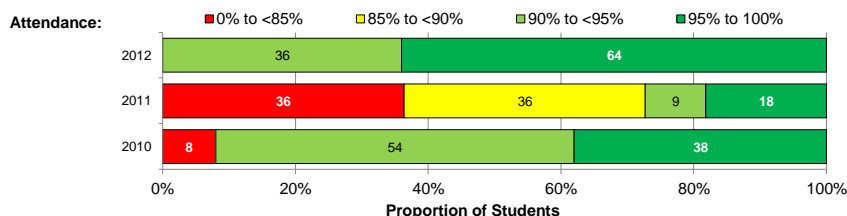
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	DW	92%	DW	97%		81%	100%					
2011	71%	DW	78%		DW	DW	84%					
2012	100%	DW	DW	DW	DW	98%						

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 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.

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.

Performance of our students

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/>.

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Sector Government
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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, 63% of the student population was indigenous. During 2012, no students from the school were involved in the NAPLAN testing. During 2012, the attendance rate of Indigenous students was 95.4%. 86% of Indigenous students at the school had an attendance rate of greater than 85% with 14% having 100% attendance during the year.