

Osborne State School
Queensland State School Reporting
2013 School Annual Report



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Principal's foreword

Introduction

This is the Annual Report for the 2013 school year. Throughout the year, the school community continued working towards achieving the goals set out in the School Strategic Plan (2013-2016). During Term 3, the school was involved in a Teaching and Learning Audit and was also involved in an Internal Audit during Term 4.

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

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School progress towards its goals in 2013

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School Priority	Strategies	Performance Indicators	Progress
Explicit teaching of reading, spelling and number facts.	<p>Continued focus on improvement in Reading, Writing (Spelling, Punctuation and Grammar) and Numeracy outcomes</p> <p>Develop and implement whole school internal monitoring process to track student progress for Reading, Writing and Numeracy.</p> <p>Implement highly effective teaching strategies to engage students in Reading, Writing and Numeracy.</p>	<p>Improved student outcomes in NAPLAN and School Internal Assessments with students achieving greater than 0.4 effect size in reading, writing, spelling and numeracy.</p> <p>Students are achieving a C standard or better in end of semester reports in Maths, English and Science.</p> <p>Parents surveyed are satisfied that Osborne State School are developing their children's literacy and numeracy skills.</p> <p>Students achieving at or above the National Minimum Standard in all areas of NAPLAN testing.</p> <p>Prep – Year 3 students are achieving at or are above PM Benchmarks as identified in the School Assessment Overview.</p> <p>Year 4-7 students show an improvement in their reading age equivalent to or above their chronological age each year.</p> <p>Teaching and Learning Audit results in the area of 'Systematic Curriculum Delivery'.</p> <p>Strategies for Reading, Writing and Numeracy are embedded in classroom practice.</p> <p>Staff are satisfied that they are provided with "support" and "resources" and "professional development" in their roles.</p>	<p>At the end of 2013, all students who participated in the NAPLAN testing were performing at or above National Minimum Standard (NMS) in Reading. 100% of students in Grades 3 and 7 were performing at or above NMS in Writing and Grammar and Punctuation, 100% of students in Grades 3 and 5 were performing at or above NMS in Numeracy. 100% of Year 3 students were performing in the Upper 2 Bands for Spelling and Grammar and Punctuation. 50% of students in Prep-3 were reading at the expected level for the chronological age. 50% of students were achieving a C or above in English and Maths, 81% of students were achieving a C or above in Science. 100% of parents were satisfied that this school was developing their child's skills in literacy and numeracy. 100% of staff agreed that they are provided with "support" and "resources" and "professional development" in their roles. The school received 'High' indicators in the Teaching and Learning Audit: Systematic Curriculum Delivery. High yield teaching strategies, based on the work of Archer and Hughes, are being embedded into classroom practice.</p>
Pedagogical Framework – Explicit Instruction implementation	Develop and implement a whole school pedagogical framework.	Pedagogical framework developed and implemented.	At the end of 2013, a Pedagogical Framework based around the Explicit Instruction model of practice had been developed and was being implemented in the school.
Parent and Community Engagement Framework – school and community relations	<p>Maintain a safe, supportive, inclusive and disciplined learning environment</p> <p>Develop strategies to improve school attendance</p> <p>Parent and Community Engagement Framework – develop and strengthen school and community partnerships</p>	<p>Revised Responsible Behaviour Plan for students is implemented and embedded in school practice.</p> <p>Parents are satisfied that "this school is interested in my child's wellbeing."</p> <p>Students surveyed feel that "student behaviour is well managed at my school" and "my school encourages me to be a good community member."</p> <p>Average attendance rate for students to be 92% or greater.</p> <p>Parent and Community Engagement Framework developed and implemented.</p> <p>Parents are satisfied that "this school encourages me to participate in school activities."</p> <p>Parents are satisfied that "this school asks for my input."</p> <p>Parents are satisfied that "this school keeps me well informed."</p>	<p>During 2013, the school and community revised the School Responsible Behaviour Plan. The new plan was reviewed by both school and community members and was endorsed by the Principal, P&C and ARD in August 2013. 100% of parents surveyed were satisfied that "this school is interested in my child's wellbeing." 100% of students surveyed felt that "student behaviour is well managed at my school" and "my school encourages me to be a good community member." The average attendance rate for 2013 was 90.8%. During 2013, a Parent and Community Engagement Framework was developed and was implemented in the school. 100% of parents surveyed were satisfied that "this school keeps me well informed" and that "this school celebrates student achievement." 83.3% of parents</p>

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		<p>Parents are satisfied that “this school celebrates student achievement.”</p> <p>Parents are satisfied that “this school encourages me to take an active part in my child’s education.”</p> <p>Increase in student enrolments</p>	<p>surveyed were satisfied that “this school encourages me to participate in school activities”, “this school asks for my input” and that “this school encourages me to take an active part in my child’s education.” Total enrolments at the end of 2013 was 16 students.</p>
<p>Staff Capacity Building – Developing Performance Framework</p>	<p>Develop, implement and review Developing Performance Framework for all staff linked to systemic and school priorities.</p> <p>Maintain and develop mentoring and feedback opportunities through professional relationships with neighbouring band 5 & 6 schools within the cluster.</p> <p>Actively engage in professional development opportunities that are driven from school and systemic priorities.</p>	<p>Staff have Performance Plans which are discussed, implemented and reviewed regularly and are utilised as a basis for improvement.</p> <p>Staff are satisfied that “people in the school let me know how well I’m doing in my work.”</p> <p>Teaching & Learning Audit results in the area of “Expert teaching team”.</p> <p>Staff are regularly involved in opportunities to engage in professional discussions at school or within school cluster.</p> <p>Staff are satisfied that they “are given opportunities to improve their skills.”</p> <p>Staff regularly receive “helpful feedback on my work in this school” and are “kept well informed on things that are important to my work.”</p>	<p>At the end of 2013, all staff had developed Performance Plans as a basis for personal improvement. These plans were due for review in Term 1, 2014. 100% of staff agreed that “people in the school let me know how well I’m doing in my work”, “they are given opportunities to improve their skills” and that “they receive helpful feedback on my work in this school” and are “kept well informed on things that are important to my work.”</p> <p>During 2013, teaching staff were given opportunities to participate in professional discussions both at the school and within the cluster through staff meetings, moderation and professional development opportunities. The school received ‘Medium’ and ‘High’ indicators in Teaching and Learning Audit: Expert Teaching Team. High yield teaching strategies, based on the work of Archer and Hughes, are being embedded into classroom practice.</p>

Future outlook

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Key Areas for Improvement which have been identified in the 2014 Annual Implementation Plan are:

School Priorities

- 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

Department of Education Training and Employment Strategic Plan 2013-2017

- Successful Learners
- Engaged Partners
- Great People
- High Standards
- Empowerment

United in our Pursuit of Excellence 2012-2016

- Reading
- Writing, including spelling, grammar and punctuation
- Numeracy
- Science
- Attendance, retention, attainment and transition of students at key junctures
- Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students

NQ Regional Priorities 2014

- Reading
- Attendance and Retention
- Closing the Gap
- Enhancing Leadership Development at all levels
- Promoting quality teaching and learning in classrooms
- Promoting, facilitating and ensuring successful outcomes from Crayon to Career

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.
- Celebrating learning.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	11	5	6	67%
2012	11	5	6	75%
2013	12	4	8	73%

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

Characteristics of the student body:

The 2013 school population consisted of students from Anglo-Saxon, Aboriginal, Torres Strait Islander and South Sea Islander backgrounds. 54% of students who attended the school identified as Aboriginal or Torres Strait Islander. 46% of the students live in the rural surrounds of the school, whilst 54% 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		
	2011	2012	2013
Prep – Year 7 Primary	12	4	15
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	2
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, Science 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.
- School Curriculum Camps and Excursions
- Regular links with other small schools in the district through programs such as Jarvisfield, Osborne, Kalamia State Schools (JOKSS) Fun Days
- Links with local community groups such as BBIFMAC – Protecting our Waterways, Gudjuda Reference Group and SEAT.

Extra curricula activities

During 2013, 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
- Scinspiration – National Capital Science Excursion
- 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

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. During 2013, a new Promethean Interactive Whiteboard was purchased for use in the classroom and 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 digitally through iConnect at our school. During 2013, we also purchased 4 iPads for the students which are currently being utilised to enhance student learning in a number of curriculum areas.

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.

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

1. I will take responsibility and care for people's feelings and belongings.

Our school at a glance

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.

All areas of Osborne State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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.

Our school community has identified the following school rules, known as 'The 3 Bs', to teach and promote our high standards of responsible behaviour:

- **Be safe**
- **Be responsible**
- **Be respectful**

Our school at a glance

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

The fair and consistent implementation of this plan has resulted in 100% of parents surveyed agreeing that "my child feels safe at this school" and 83.3% agreeing that "student behaviour at this school is well managed at this school." 100% of students agreed that "student behaviour is well managed at this school" and that they feel "safe at my school."

Our school at a glance

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

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	100%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%
their school looks for ways to improve* (S2045)	100%	100%

Our school at a glance

their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

Performance measure

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

* 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 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.

Our school at a glance

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 – Trivia Night, Fancy Dress Ball, Raffles;
- Report Card Interviews (end of each Semester);
- End of Term/Year – Awards and Celebrations;
- Phone Calls and discussions (both formal and informal) and
- Parent volunteering opportunities – classroom activities, excursions/camps/sports, transport.

Reducing the school's environmental footprint

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 2011-12 helping us to significantly reduce our power usage, this trend has continued into 2013. Our low power usage can also be attributed to environmental factors such as reduced rainfall which also helped us to reduce our energy consumption.

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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	10,745	0
2011-2012	10,958	0
2012-2013	6,843	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

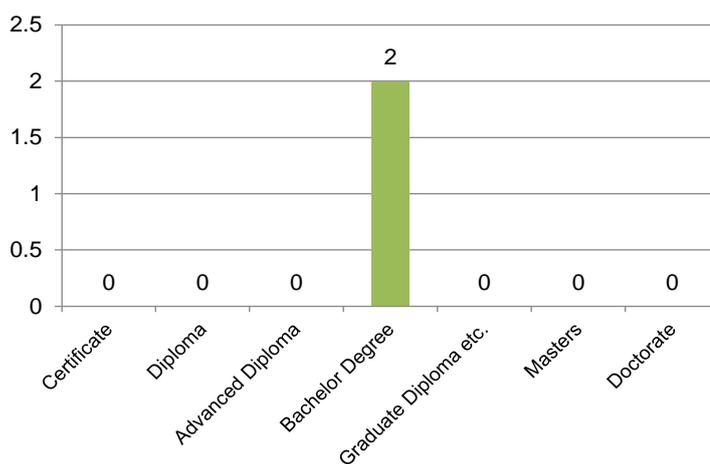
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	1	2	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	2



* 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

Our staff profile

The total funds expended on teacher professional development in 2013 were \$6203.39.

The major professional development initiatives are as follows:

- Regional Principal's Business Forum
- 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 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	93%

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 2013 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.

Performance of our students

Key student outcomes

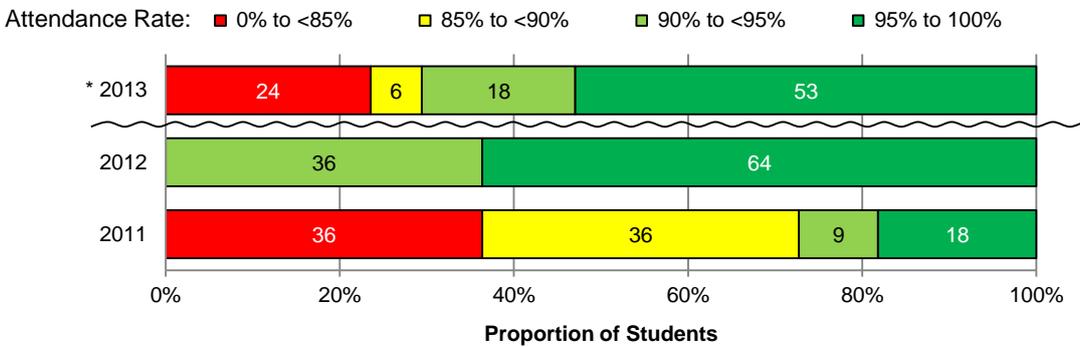
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	80%	96%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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
2011	71%	DW	78%		DW	DW	84%					
2012	100%	DW	DW	DW	DW	98%						
2013	96%	94%	88%	DW	98%	88%	91%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

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 has a text input field and a circular "GO" button. The second section is "Search by suburb, town or postcode", which has a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a rectangular "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

During 2013, 33% of students at the school identified as Indigenous (as at August 2013). 78% of Indigenous students at the school had an attendance rate greater than 85% with 13% having 100% attendance during the year. Due to small student numbers, NAPLAN data has been withheld.