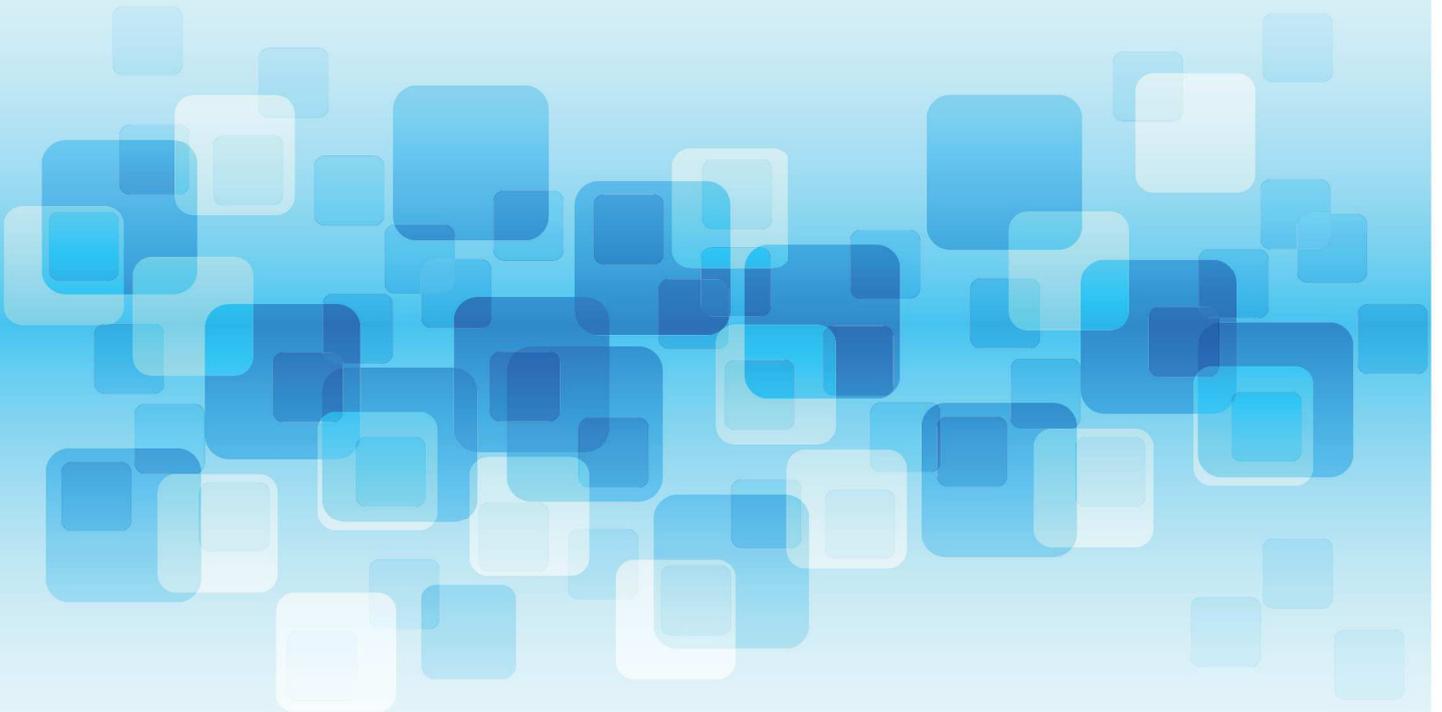




School Improvement Unit Report

Osborne State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Osborne State School from 14 to 15 March 2016. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Kirknie Road, Osborne
Education region:	Northern Region
The school opened in:	1914
Year levels:	Prep to Year 6
Current school enrolment:	11
Indigenous enrolments:	60 per cent
Students with disability enrolments:	0 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	780
Year principal appointed:	2013
Number of teachers:	1.33 (full-time equivalent)
Nearby schools:	Home Hill State High School, Home Hill State School, Maidavale State School, Airville State School, Jarvisfield State School
Significant community partnerships:	nil
Unique school programs:	Junior Astronomy group, Supporting Small School Science



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Principal Supervisor
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Two teacher aides
 - Parents and Citizens' Association (P&C) president and secretary
 - Administration officer
 - Ancillary staff member
 - Six parents and 10 students
 - Support Teacher Literacy and Numeracy (STLaN)
 - Speech language pathologist and guidance officer
 - Principal of Home Hill High School, Frank Kingma
 - Senior Constable Greg Langford, local police officer
 - Community member

1.4 Review team

Andrew Helton

Internal reviewer, SIU (review chair)

Rosalie Welburn

Peer reviewer



2. Executive summary

2.1 Key findings

- There is an embedded culture throughout the school that promotes high expectations for all students learning successfully.

Staff members display understanding and commitment to the establishment of positive, caring, and mutually respectful relationships, to promote learning. The school and staff members view parents as integral members of the school community and partners in student learning. A high level of trust exists within the school community.

- The principal, staff members and parents are committed to improved learning outcomes for all students.

It is evident that the teaching team is committed to improving student learning outcomes. There is evidence of a unified staff who worked together in a team approach to enhance the education of all students. Staff members demonstrate a high level of knowledge about each child's academic level, required support and the provision of intervention strategies.

- The school has an explicit and detailed plan for curriculum delivery across year levels.

The plan for curriculum delivery is shared with parents. The teaching team work within the shared curriculum expectations of the school. The importance of developing cross curricular skills in literacy and numeracy is understood by staff members and provides opportunities for the construction of learning activities that are accessible and engaging.

- The school has documented and detailed plans for professional development and curriculum delivery which are aligned to school priorities and linked to research based approaches.

The professional development plan has targets, timelines and some links to the school budget. It outlines an extensive range of professional development activities to be undertaken by staff members in 2016. The importance of developing the capabilities of all staff members is acknowledged. Teachers work together to prepare some curriculum planning for year levels. The provision of teacher release for additional planning days is used to support teacher skills and understanding of the Australian Curriculum (AC).



- The school is involved in the development of a range of cluster-based initiatives.

The school provides support to other schools in the district. The school recognises the opportunities available to build professional links within the local cluster. Such activities would include cluster development of curriculum and moderation.

- The school is held in high regard by the local community.

The school builds partnerships with parents and families to improve opportunities and outcomes for students. The Parents and Citizens' Association (P&C) is supportive of the school agenda. Members of the P&C are involved in fundraising activities to support the provision of resources for the school. It is acknowledged that this positive reputation could be developed within the wider district community.

- The teaching team is committed to improving effective teaching pedagogy and data analysis to inform teaching practice throughout the school.

The principal works closely with other staff members within the classroom to model teaching practice. Informal observation and feedback methods have been undertaken to build capacity in teaching practice. Formal processes for observation, coaching and feedback are recognised as the next stage in building staff skills. Regular discussions are held between members of the teaching team to review the data from individual students. Staff members require further development in the use of the range of data tools within OneSchool.



2.2 Key improvement strategies

- Collaboratively refine the professional development plan to ensure appropriate timelines for the listed projects and include clear links to the school budget.
- Continue to work with schools within the local cluster to support further capacity building of teachers.
- Develop marketing strategies to promote the school within the district.
- Develop a systematic process for coaching and feedback aligned to the school's improvement agenda.
- Provide professional development for teachers to understand the full range of data tools within OneSchool.