School Improvement Unit
Report

Osborne State School
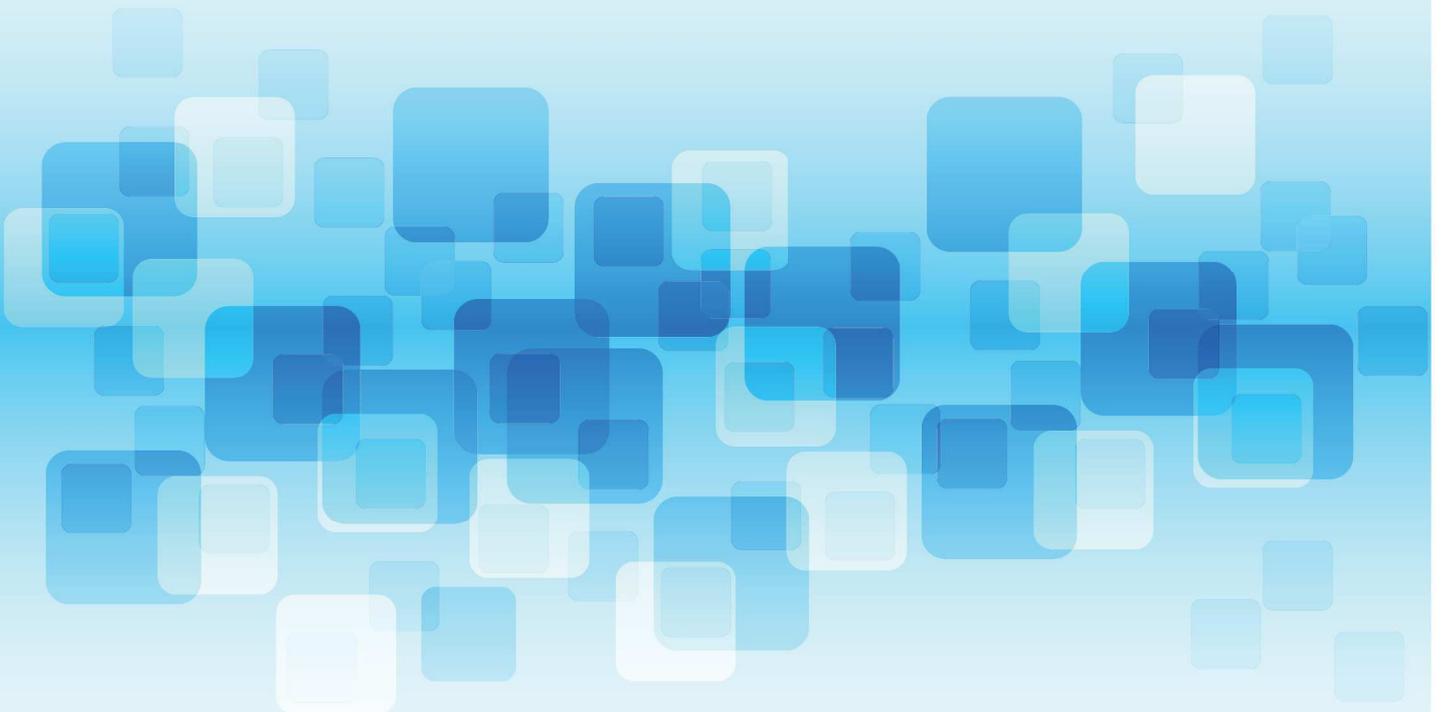
Contents

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:

    o Principal

    o Two teacher aides

    o Parents and Citizens' Association (P&C) president and secretary

    o Administration officer

    o Ancillary staff member

    o Six parents and 10 students

    o Support Teacher Literacy and Numeracy (STLaN)

    o Speech language pathologist and guidance officer

    o Principal of Home Hill High School, Frank Kingma

    o Senior Constable Greg Langford, local police officer

    o Community member

1.4 Review team

Andrew Helton   Internal reviewer, SIU (review chair)

Rosalie Welburn   Peer reviewer

1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.

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.

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The principal, staff members and parents are committed to improving learning outcomes for all students. There is evidence of a unified staff who work together in a team approach to enhance the education of all students.

The school has developed an Explicit Improvement Agenda (EIA). The improvement agenda is reflected in the Annual Implementation Plan (AIP) 2016. There is some evidence of parent awareness and understanding of elements of the school's improvement agenda.

The improvement agenda identifies the highest priorities as writing, numeracy and reading. It has listed targets and timelines for each of these priorities within the school's strategic plans.

The school understands current achievement levels and tracks student progress across all subject areas. There is evidence within the budget, newsletters and staff meeting minutes to demonstrate inclusion of achievement levels of social inclusion priority groups.

High expectations for student learning, attendance, engagement and outcomes are clearly communicated to students and parents.

Explicit targets for individual student improvement are set, displayed and communicated to students, staff members and parents. Data wall displays to show students' engagement with set targets are evident in the classroom. Student goals, outlining learning, behaviour and attendance targets, are established in collaboration with parents and students.

The school has clear strategies for the improvement of learning and wellbeing. Using weekly pages, students are able to list their self-rating of behaviour and effort. The school uses the *Five Keys to Success* to highlight attributes of the week.

Progress towards targets is monitored by members of staff and students. Staff members indicate the procedures used each week to discuss student progress. Plans are being developed to systematically evaluate programs being implemented during 2016.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, whole school curriculum, assessment and reporting framework, responsible behaviour plan, budget overview, professional development plans, staff meeting minutes, school website, school newsletters, staff, student, parent and community interviews.

Improvement strategies

Clearly communicate all elements of the school improvement agenda to community members.

Continue to develop suitable processes to monitor targets and ensure programs are systematically evaluated.

3.2 Analysis and discussion of data

Findings

The school has developed and is implementing a schedule for the systemic collection of student outcome data. Tools used in gathering data about student progress include PM Benchmarks, PROBE, Words their Way, PAT-R, PAT-V, PAT-C and PAT-M.

The principal has analysed school performance data over a period of time and is aware of school trends that are possible within the small student cohort. The principal views reliable and timely school data as essential to the effective leadership of the school.

The principal uses student data when making decisions on resourcing and interventions. Regional resources are used to review student data and provide specialist support programs in speech language activities.

Regular discussions are held between members of the teaching team to review the data from individual students. There is some evidence to suggest that staff members are not yet fully familiar with the range of data tools available within OneSchool.

The school uses data to identify starting points for improvement to student learning. Data for each student is stored on OneSchool or on school designed spreadsheets. Work samples to support the data are held within individual student folios for most key learning areas.

Parents and students are afforded opportunities to provide feedback about student learning goals when these are reviewed during the term. A rating system is provided for students to gauge their level of success.

Parents indicate they are satisfied with the opportunities to discuss their child's learning outcomes data. Evidence also indicates that school-wide performance data is shared at Parents and Citizens' Association (P&C) meetings.

All teachers have access to a broad range of student achievement data to measure individual student progress. The Support Teacher Literacy and Numeracy (STLaN) undertakes data collection of diagnostic tests for students and provides feedback to teachers.

A culture of self-evaluation and reflection is building within the school as students are encouraged to check their own performance data for behaviour and effort. This data is tracked using pages within the student's homework diaries. This process is checked by teachers each week and added to the classroom data wall. Individual and school-wide achievement of behaviour and attendance goals is linked to a rewards system.

National Assessment Program – Literacy and Numeracy (NAPLAN) data needs to be interpreted within the context of the small student enrolment. NAPLAN data indicates this school's Mean Scale Scores (MSS) compared to Similar Queensland State Schools (SQSS) in the priority area of writing in 2015 was similar in Year 3 and below in Year 5.

The percentage of students performing in the Upper Two Bands (U2B) in 2015 is below that of SQSS in the priority area of writing in Year 3 and similar to SQSS in Year 5.

The National Minimum Standard (NMS) Improvement Relative to the Nation (2008 – 2015) in writing is above the nation in Year 3 and below in Year 5.

Supporting data

Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, whole school curriculum, assessment and reporting framework, learning and wellbeing framework, responsible behaviour plan, professional development plans, staff meeting minutes, staff, student and parent interviews.

Improvement strategies

Provide professional development for teachers to understand the full range of data tools within OneSchool.

3.3 A culture that promotes learning

Findings

There is an embedded culture throughout the school that promotes high expectations for all students learning successfully. There is a high level of trust within the school community.

Staff members display understanding and commitment to the establishment of positive, caring, and mutually respectful relationships, to promote learning. Observed interactions between staff members, students, parents and families are caring, polite and inclusive. This is led and modelled by the principal who initiates interactions with parents on a daily basis.

The school and staff members view parents as integral members of the school community and partners in student learning. The weekly open library afternoon encourages community borrowing and parents to read with their children. The school recognises there is more work to undertake to enhance community engagement.

There is a documented, wellbeing framework. Social and emotional wellbeing is explicitly taught through the *Five Keys to Success*.

Students' varying cultural backgrounds are valued and the school works to build the social competence of staff members by regular discussions at staff meetings. Minutes of staff meetings are circulated to all school and support staff.

Behavioural expectations are clear and strategies to promote appropriate behaviour are established through embedded reward systems. There is a daily behavioural check and tabulation of results. The school has a documented Responsible Behaviour Plan for Students (RBPS). The school recognises that this plan is due for renewal.

The school has a positive, physical environment conducive to promoting learning and wellbeing. Students and staff members have a sense of belonging and parents, staff members and students speak highly of the school.

The school uses programs such as Small Schools Science Support (S4) and junior astronomers group to promote a culture of enquiry. The use of higher order thinking skills is yet to be consolidated.

Attendance data needs to be interpreted within the context of the small student enrolment. In 2015, students attending for 85 per cent or less of the school year dropped from 31.3 per cent in 2014 to 22.7 per cent in 2015. The school's current attendance rate for Term 1, 2016 is 93.84 per cent.

Parents' confidence in the school has been consistent over the past few years. This is evidenced by the School Opinion Survey (SOS) data where 100 per cent of parents who responded stated that this was a good school.

Supporting data

Annual Implementation Plan 2016, School Data Profile, Headline Indicators, professional learning plan 2016, learning and wellbeing framework, responsible behaviour plan, parent and community engagement framework, school opinion survey, staff meeting minutes, school website, school newsletters, staff, student, parent and community interviews.

Improvement strategies

Review and update the RBPS to meet the current context of the school.

Continue to develop strategies to enhance community engagement and build the growing positive reputation of the school.

3.4 Targeted use of school resources

Findings

The high staff member to student ratio in the school is used to address the learning needs of all students. The principal analyses data to target students with identified needs and allocates school funds accordingly.

The school identifies and responds to student needs through funding of extra hours for teacher aides. The use of Investing for Success (I4S) funding allows for additional hours of STLaN services.

The school accesses regional resources to support student achievement. A Speech Language Pathologist (SLP) visits for two hours per week to support identified students. A work program for parents and teacher aides to undertake with students is monitored by the SLP. The guidance officer visits three times per term and collaborates with the principal on support for students with learning or behavioural needs. The school follows departmental policies for implementing Individual Curriculum Plans (ICPs).

The implementation of school-wide curriculum programs is evident. Flexible curriculum delivery is catered for through individual or small groups to enable staff to better address the needs of learners. Groups are fluid and change according to data obtained from short term data cycles conducted every five weeks.

The school makes effective use of its physical environment and available facilities to maximise student learning. Outdoor areas are also used to provide leaning spaces for a variety of activities.

The school budget aligns with local and systemic priorities. Staff members and parents indicate that they are provided with opportunities to have input into the budgetary processes. Details about the expenditure of some cost codes are unclear.

The current school bank balance is $97 034. The school expects to receive $9 750 from the I4S agreement. A sum of $4 790 is allocated to the employment of a literacy coach. $2 460 has been allocated to provide additional teacher aide hours to support the teaching of reading.

Supporting data

Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016 budget overview, professional development plans, staff meeting minutes, school newsletters, staff and parent interviews.

Improvement strategies

Review budget details to ensure clarity of funding allocation for specific curriculum initiatives.

3.5 An expert teaching team

Findings

It is evident that there is a high level of commitment and enthusiasm from all members of the teaching team, comprised of the teachers and teacher aides, to improve student learning outcomes. School staff members are united and value the ability to work as a team.

The principal is the president of the local branch of the Queensland Association of State Schools Principals (QASSP). There is evidence of the support provided to other principals in the district. The principal recognises the need for further opportunities to build professional links within the local cluster.

The principal organises, presents and leads the S4 program which is accessed by more than a dozen schools across the state to help provide online science support via structured lessons for students. This significant program also provides for teacher capacity building.

Members of the teaching team show they are ready to expand their subject knowledge and learn how to improve on their current teaching practice.

The strategy for monitoring and maintaining Professional Development Plans (PDPs) for teachers and teacher aides has been developed. The procedure to complete the documentation of these plans for 2016 is yet to be finalised.

The school has a documented and detailed professional development plan which is aligned to school priorities and linked to research-based approaches. The plan has targets, timelines and some links to the school budget. It outlines an extensive range of professional development activities to be undertaken by members of staff in 2016. The importance of developing the capabilities of all staff members is acknowledged.

The school works to develop and retain members of the teaching team. It has liaised with another school within the district to develop a mentoring program that will be implemented for selected staff members in 2016.

Additional resources have been provided for the STLaN to undertake the role of a literacy coach. The defined nature of this role has yet to be established.

Teachers work together to prepare some curriculum planning for the year levels. The provision of teacher release for additional planning days is used to support teacher skills and understanding of the Australian Curriculum (AC). It is acknowledged that further work in this area is required.

The school utilises some online learning modules to provide professional development for staff members.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, whole school curriculum, assessment and reporting framework, whole school reading program, budget overview, professional development plans, staff meeting minutes and staff interviews.

Improvement strategies

Continue to work with schools within the local cluster to support further capacity building of teachers.

Complete the documentation of PDPs for 2016.

Collaboratively refine the professional development plan to ensure appropriate timelines for the listed projects and include clear links to the school budget.

Provide professional development opportunities to build teachers knowledge and understanding of the AC.

Collaboratively review the intended role of the literacy coach to align with strategic priorities.

3.6 Systematic curriculum delivery

Findings

The school has an explicit and detailed plan for curriculum delivery across the year levels. Units are grouped to meet the context of the multi-age setting. The AC is delivered through Curriculum into the Classroom (C2C) units for English, mathematics, science, history and geography.

The plan for the delivery of curriculum is shared with parents as evidenced by minutes of the P&C. Parents are consulted about the elements within the school plan that may be designed to support students who require additional assistance to access the curriculum.

All members of the teaching team work within the shared curriculum expectations of the school. The provision of a detailed daily plan assists staff members to provide consistent, well sequenced instruction of all learning groups.

Allocated time is provided within each staff meeting to discuss curriculum programs and includes a focus on individual students to maximise learning opportunities.

There is clear evidence that the school provides an appropriate focus to ensure that students work on gaining proficiency in the basics of reading, spelling and number facts. Students are grouped in ability groups to allow for targeted teaching. Revision activities via homework and online programs help students to undertake drill and practice activities.

Reporting and parent teacher interviews occur twice a year. Samples of report cards indicate they are aligned with the curriculum and provide a range of information about student progress over time. Parents indicate that informal discussions occur regularly with teaching staff.

The importance of developing cross-curricular skills in literacy and numeracy is understood by staff. Steps are taken to ensure these skills are highlighted within appropriate subject areas. The school recognises the need to further develop students' information communication and technology skills and incorporate these within several subject areas.

Teachers construct learning activities that are accessible and engaging. There is little evidence of the use of higher order thinking activities within some curriculum activities.

Assessment processes are aligned to the curriculum. Teachers use C2C assessment tasks and adapt them to suit the multi-age groupings. The process of using the AC achievement standards to evaluate the rate of student learning is developing.

Members of the teaching team acknowledge the need to develop a formal approach for moderation across all subjects, within the cluster, to inform the consistent delivery and monitoring of the curriculum as well as the use of appropriate assessment standards.

The school has identified the development of a more detailed approach to the teaching of the mathematics curriculum as a priority for the future.

Supporting data

Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, whole school curriculum, assessment and reporting framework, whole-school reading program, differentiation overview, professional development plans, staff meeting minutes, staff, student and parent interviews.

Improvement strategies

Review curriculum unit planning processes to provide opportunities for students to develop skills in using information communication technologies.

Develop a consistent whole-school approach for the delivery of higher order thinking skills for all students.

Explore the use of moderation processes beyond the school to build consistency and confidence in teacher judgement.

Collaboratively review the whole-school approach to the teaching of mathematics.

3.7 Differentiated teaching and learning

Findings

Members of the teaching team demonstrate a high level of knowledge about each child's academic level, required support and the provision of intervention strategies.

All children in the school are in a single multi-age class. Students' learning goals, different groupings and data walls show that teaching practices across the school reflect the belief that all students are capable of learning successfully if motivated to do so.

A school case management process is in place to document the range of adjustments for students who require significant support. This process takes a team approach, involving teachers, STLaN, guidance officer and parents. Adjustments for these students are recorded in OneSchool.

Teacher aides are included in the development of a shared understanding of where students are in their learning and future goals for development.

The use of the region's reflective *Five Questions* is embedded within the school and known and practised by all teaching staff.

Differentiation for individual students is evident in classroom practice. The school has established a differentiation overview to provide members of the teaching team with a range of suitable strategies to be employed within the classroom. These strategies are regularly discussed at staff meetings.

Consultation with parents and students about differentiated learning programs is structured through the use of goal setting. No individual learning plans have yet been developed.

Monitoring of students' individual progress is structured and frequent. Older students use a range of practices to monitor their own learning.

Parents report positively about the communication received from the school about their child's progress. Communication is provided informally through parent talks at the end of the school day.

Supporting data

Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, whole school curriculum, assessment and reporting framework, whole school reading program, differentiation overview, professional development plans, staff meeting minutes, report cards, staff, student and parent interviews.

Improvement strategies

Investigate the use of Individual Learning Plans (ILPs) for students requiring intervention.

3.8 Effective pedagogical practices

Findings

The teaching team is committed to improvement in effective teaching practices throughout the school. There is clear evidence to show that these practices are driven by the leadership of the principal and based on research.

The principal uses a variety of methods to communicate the range of expected teaching strategies to be used within the classroom. A detailed daily plan is issued to teacher aides to provide clear direction and curriculum alignment of the group work undertaken.

The school has a clear pedagogical framework. It lists the vision and values of the school and references the Dimensions of Teaching and Learning (DoTL) and Explicit Instruction (EI). There is evidence that an explicit teaching model is used within classrooms. Use of *I Do, We Do, You Do* is observed in classrooms.

There was evidence provided by students and parents that the school works to build the belief that students can work successfully and understand the link between effort and success.

Learning environments are provided where children are engaged, feel safe to take risks and are supported to learn. The classroom arrangement allows for a range of instructional modes including whole-group, small group and individual teaching. A range of displays allows students to independently access information to improve their skills in writing, spelling and mathematics.

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 members' skills.

Members of the teaching team demonstrate an understanding of the importance of discussions with students about their learning. The feedback to students is evident within their workbooks. Students speak of the frequent one to one verbal feedback given by members of the teaching team.

The use of learning goals demonstrates that the establishment of high expectations for every student's progress. The process assists students to see the continuity of their learning over time. The school uses short cycle data to monitor and adapt these goals during each term.

Supporting data

Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, whole school curriculum, assessment and reporting framework, whole-school reading program, differentiation overview, professional development plans, staff meeting minutes and staff interviews.

Improvement strategies

Develop a systematic process for coaching and feedback aligned to the school's improvement agenda.

3.9 School and community partnerships

Findings

The school builds partnerships with parents and families to improve opportunities and outcomes for students.

A local community member is utilised to deliver an astronomy program to enhance students' motivation towards and knowledge of science.

The school principal leads a science program, known as S4, involving other schools. These schools are yet to take collaborative roles within this partnership. The school commits resources to ensure the effectiveness of the science program. The monitoring of outcomes to ascertain the effectiveness of this program is yet to be developed.

The school clearly is held in high regard by the local community. It is acknowledged that this positive reputation could be developed within the wider district community.

The P&C is highly supportive of the school agenda. Members of the P&C are involved in fundraising activities to support the provision of resources for the school.

The school conducts a 'transitioning to Prep' program in Term 4 of the preceding year of enrolment. This program includes attendance for a day a week over five weeks to allow prospective students and their parents attend during school time. During this time, staff members provide information to new parents and work with future students to gauge possible learning needs.

Students of the school undertake activities as part of the cluster strategy with Home Hill State High School for the successful transition of students to the secondary setting. This program offers visitation to the high school on numerous occasions during the year.

The school is investigating ways to reintroduce a community playgroup to support families within the district. The school has yet to develop links to local early childhood education providers.

Supporting data

Annual Implementation Plan 2016, parent and community engagement framework, budget overview, school website, school newsletters, staff member, student, parent and community interviews.

Improvement strategies

Review the roles with those schools participating in the S4 program.

Create systems to monitor the outcomes of the S4 program to ensure effective use of school resources.

Develop marketing strategies to promote the school within the district.

Establish links with early childhood providers to promote a positive 'transitioning to Prep' program.

Re-establish a local playgroup to build community ties and awareness of the importance of early education.

4. Follow-up timelines

- School to publish the executive summary on their website within two weeks.

- School to meet with Principal Supervisor to discuss review findings and improvement strategies.