Background:
Osborne SS is located approximately 100 kilometres south east of Townsville, within the North Queensland education region. The school was established in 1914 to meet the educational needs of families in the farming and pastoral industries of the area and has a current enrolment of 14 students. The Principal, Hayley Laidlow, was appointed in July 2012.

Commendations:
- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS) that was reviewed and enhanced in 2013 and consists of three behaviour expectations: Be Respectful; Be Safe; and Be Responsible.
- The RBPS includes a matrix of expectations to indicate how students can follow the expectations throughout the school. Staff members and students were able to articulate these school wide expected behaviours.
- The Principal and school community are driving a very positive approach to managing student behaviour by the implementation of research based Kidsmatter program and have enhanced the program for social and emotional wellbeing of students by the introduction of the Program Achieve initiative.
- There is a strong emphasis on the explicit teaching of the school’s expected behaviours and this is enhanced by the intentional teaching on a weekly basis of core values that provide students with an ethical base for the expected behaviours.
- The engagement of students to self-evaluate their alignment to the expected behaviours on a daily basis is an innovative and powerful way to progress the self-management skills of students.
- Positive behaviours are highlighted, reinforced and recorded in OneSchool on a regular basis.
- The strong focus on building student resilience has enabled students at risk of disengagement to self-regulate and stay engaged with their learning.
- The Principal is in contact with local secondary schools to develop a Junior Secondary transition program to assist senior primary students in the transition to Junior Secondary in 2015.

Affirmations:
- Students, parents and staff members are enthusiastic about the culture of the school and Respectful Informality is seen as an enhancement to open communication and sharing.
- Parents greatly value the developments in reinforcing the supportive and disciplined learning environment, especially the focus on positive behaviours at school, and display this support by being actively engaged in school community events.
- Intentionally informing and training parents to successfully extend learning and social behaviours of students beyond the class room is greatly appreciated by families of the school.
- There is evidence of a strong focus on student engagement in self-monitoring and self-reflection in the school which has greatly enhanced students’ ability to manage their own behaviours.

Recommendations:
- Continue to embed the progressive work of developing a focus on positive social behaviours and learning behaviours to enhance the supportive learning environment.
- Develop staff members’ knowledge and skill of the OneSchool class dashboard, in relation to data analysis of major, minor and positive behaviours of students.
- Continue to engage and influence the current school community, especially the community beyond the school, with a view to increasing student enrolments into the future.
- Consider the extension of personal goal setting by students to include personal behaviour goals that align to the school’s expected behaviours.