Background:
Osborne SS is located eight kilometres from Home Hill in the Burdekin region. The school is staffed with a Teaching Principal and a part-time teacher for two days a week. The school caters for students from Prep - Year 7 and currently has an enrolment of approximately 12 students.

Commendations:
• There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, An Expert Teaching Team, Systematic Curriculum Delivery and Effective Teaching Practices.
• The explicit improvement agenda with a focus on reading, writing and numeracy has been communicated to the wider school community. It is articulated in planning documents that outline the anticipated changes in student learning behaviours.
• Comprehensive data sets are being used to monitor student improvement across a range of focus areas linked to the explicit improvement agenda.
• The school has a positive tone and strong expectations that every student will learn successfully.
• A pedagogical framework has been developed and work has commenced on using an explicit teaching framework as a reflective framework to develop the knowledge and skills of all staff members.

Affirmations:
• Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
• The daily and weekly planning and organisation of school resources is being used to support whole class, small group and individual student instruction across all year levels.
• Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, history and science. They have reflected on how best to address the curriculum requirements of multi-age classes.

Recommendations:
• Develop a strong collegial and self-reflective culture in which all teaching staff invite their colleagues to observe their teaching, discuss their work with them and provide feedback. Use objective data sets to reflect on the effectiveness of teaching practices.
• Develop strategies for reporting to parents that will focus on learning improvements. Offer advice on how parents can help students to achieve their learning goals.
• Continue to build staff members’ knowledge of pedagogical practices that are aligned to the school’s improvement agenda priorities.
• Develop a feedback framework for students that will provide timely and meaningful advice on how to achieve improved learning outcomes. Embed these processes in the celebrations of learning that are already part of the school culture.
• Continue to develop systems within OneSchool that will track individual student performance and individual program interventions across the years of schooling.
• Develop innovative systems that will allow frequent collaboration with colleagues in other small schools with the aim of developing and sharing professional knowledge and skills.