Osborne State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training

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School Overview

Osborne State School was established in 1914 and continues to be a dynamic part of the Home Hill community. Our one-class school caters for students from prep to year 6.

Osborne State School is located on the corner of Kirknie Road and Osborne Road, approximately 8.5km west of Home Hill. Home Hill is located approximately 115km south of Townsville in North Queensland. Our school is surrounded by lush, green cane fields, small crop and cattle farms and is located just south of the mighty Burdekin River.

At Osborne State School we strive to create a safe, supportive and disciplined environment focussing on high quality teaching and learning to prepare our students for the future.

Principal's Foreword

Introduction

This is the Annual Report for the 2016 school year. Throughout the year, the school community continued working towards achieving the goals set out in the School Strategic Plan (2013-2016). The school priorities included:
- Reading – explicit teaching of reading
- Writing – explicit teaching of spelling, punctuation and grammar
- Numeracy – explicit teaching of numeracy skills
- Attendance
- Staff Capacity Building

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.

School Strategies	Progress
Successful Learners	
Develop and implement a 'case management approach' to student learning and achievement. Continue to develop systems within OneSchool that will track individual student performance and individual program interventions across the years of schooling. Develop staff members' knowledge and skill in the use of the One School dashboard. Develop staff member's skills in the analysis and use of data to drive student improvement.	During 2016, staff continued with the implementation of the Australian Curriculum by adopting and adapting the resources from the C2C units of work to suit our school context. Throughout the year, individual student profiles and classroom data walls were used to track student progress. Funding from the 'Investing for Success (I4S)' initiative was used to support literacy and numeracy learning and excellent progress was made towards the targets set down in the agreement. All children achieved a C or above in English and 8 out of 9 students were reading at or above Regional Benchmark by the end of the year. Student improvement in Mean Scale Score was above the positive threshold relative to the Nation in NAPLAN testing. Parent opinion survey data indicated that 100% of parents were satisfied that the school was *developing their children's literacy and numeracy skills and that the school encourages me to take an active role in my child's education.*
Great People	
Review and implement Developing Performance Framework for all staff linked to systemic and school priorities. Continued development of leadership skills of the principal through the annual Principal Performance and Development Plan process. Maintain and develop mentoring and feedback opportunities. Maintain and extend innovative systems that will allow frequent collaboration with colleagues in other small schools	Throughout the year, high-yield strategies for reading, writing and numeracy were implemented in classroom practice. This resulted in improvement in performance in these areas for all students. Staff opinion survey data indicated that 100% of staff were satisfied that *they feel confident in their knowledge of evidence-based teaching and learning practices, they receive useful feedback about their work, Osborne State School encourages me to participate in professional development activities.* I4S funding was used to fund a literacy coach to deliver professional development workshops for staff and to assist in the development of parent and community partnerships. Osborne State School continued to actively participate with neighbouring schools in the Band 5/6 cluster to enhance professional learning and feedback opportunities.
High Standards	
Develop and implement a 'case management approach' to student learning and achievement. Continue to develop systems within OneSchool that will track individual student performance and individual program interventions across the years of schooling. Develop staff members' knowledge and skill in the use of the One School dashboard. Develop staff member's skills in the analysis and use of data to drive student improvement.	During 2016, staff continued to work towards the implementation and embedding of a 'case management approach' for all students' learning. This involved the regular discussion of student data and individual student progress. We also continued to embed the use of data walls and student goals cards to assist in tracking student learning. 100% of staff were satisfied that *'they were confident in meeting the learning needs of students at this school.'* 100% of students agreed that *'teachers clearly explain what is required in my school work.'*
Engaged Partners	
Implement and embed strategies for reporting to parents that will focus on learning improvements. Offer advice on how parents can help students to achieve their learning goals. Revise and continue embed Parent and Community Engagement Framework. Update and implement whole school behaviour support documents. Continue to engage and influence the current school community, especially the community beyond the school, with a view to increasing student enrolments in the future.	Throughout the year, Osborne State School continued to actively engage with the school and wider community. We continued to embed our Community Engagement Framework by inviting local community groups to visit our school and participating in local community events such as the Harvest Festival to promote the school to the wider community. We developed strong ties with the local kindergarten and developed the 'Kindy Buddies' reading program. We continued to promote and celebrate student learning and success through the school website, Facebook page and other local media outlets. 100% of parents were satisfied that *'this school has a strong sense of community.'*

Future Outlook

During 2017, our goal is:

For greater than 90% of students to achieve a 'C' or better in English and STEM by the end of 2017.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	14	2	12	6	73%
2015*	15	4	11	7	68%
2016	15	8	7	8	75%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview
The 2016 school population consisted of students from Anglo-Saxon, Aboriginal, Torres Strait Islander and South Sea Islander backgrounds. Around half of the students live in the rural surrounds of the school, whilst the rest 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. During 2016, our school experienced a high degree of student transience with our maximum enrolment reaching 20 students. At the end of the year, we had 9 students enrolled.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	11	16	13
Year 4 – Year 7			
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery
Our distinctive curriculum offerings include:
- A multi-age classroom in a small rural school that provides for ability based / differentiated learning.
- The Australian Curriculum is being implemented across all subject areas in our school. These subject areas 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 HASS, Science, Technology and The Arts.

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- Information and Communication Technologies integrated into all areas of the curriculum. All students have access to Computers and other digital technologies including email and Internet.
- School Curriculum Camps and Excursions
- Regular links with other small schools in the district through programs such as Supporting Small School Science (S4) and Burdekin Small Schools' Cluster Days.

Co-curricular Activities

During 2016, students from our school participated in:
- Interschool Sports and Athletics Carnivals
- Burdekin Small Schools' Cluster Days – small school interaction days designed to promote social learning through activities like sports and science.
- Swimming (Term 4) – across whole school
- ANZAC Day Parade
- 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 approximately 1:2. The internet provides students with data sources which extend upon the school's well stocked library. During 2016, our school installed a new server and was part of the Wireless Internet upgrade program. Word processing software is 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. Languages: Japanese is delivered digitally through iConnect at our school, however during 2016, we did not have students access this program as we had no students in Years 5 or 6. Students also utilise iPads to enhance their learning in a number of curriculum areas. We are beginning to implement the Australian Curriculum: Digital Technologies subject area.

Social Climate

Overview

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.
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 for Students 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 made clear 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 4Bs', to teach and promote our high standards of responsible behaviour:
- Be respectful,
- Be Responsible,
- Be Safe,
- Be Brave!

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 100% agreeing that "student behaviour at this school is well managed at this school."

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	75%	100%	100%
this is a good school (S2035)	75%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	75%	100%	100%
their child's learning needs are being met at this school* (S2003)	75%	100%	100%
their child is making good progress at this school* (S2004)	75%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	75%	100%	100%
student behaviour is well managed at this school* (S2012)	75%	83%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	75%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	80%	DW
they like being at their school* (S2036)	100%	100%	DW
they feel safe at their school* (S2037)	100%	100%	DW
their teachers motivate them to learn* (S2038)	100%	100%	DW
their teachers expect them to do their best* (S2039)	100%	100%	DW
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	DW
teachers treat students fairly at their school* (S2041)	100%	60%	DW
they can talk to their teachers about their concerns* (S2042)	100%	100%	DW
their school takes students' opinions seriously* (S2043)	100%	75%	DW
student behaviour is well managed at their school* (S2044)	100%	60%	DW
their school looks for ways to improve* (S2045)	100%	100%	DW
their school is well maintained* (S2046)	100%	60%	DW
their school gives them opportunities to do interesting things* (S2047)	100%	100%	DW

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items
\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

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;
- Use of social media platforms such as Facebook;
- P & C functions and fundraising – 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.
Students individual needs are addressed through consultation with parents both formally and informally

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. At Osborne State School we use the 'You Can Do It – 5 Keys to Success' social and emotional wellbeing program to enhance our students' social skills. As part of this program, students learn the 'High 5' strategy to assist them in being able to resolve conflict without violence. We use the Daniel Morcombe program to teach our students how to recognise, react and report when they, or others, feel unsafe.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	4	15	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.
**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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Environmental Footprint

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, unfortunately this trend has not continued into 2016. Our increase power usage can also be attributed to environmental factors such as increased daily temperatures which has increased our power consumption through the use of air conditioning and fans. We have also had some difficulties with our solar panels throughout the year.

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. Osborne State School does not pay for water as the school relies totally on water direct from underground.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	8,788	0
2014-2015	12,577	
2015-2016	13,770	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.
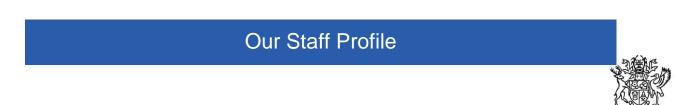
To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time Equivalents	1	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	1
Diploma	
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $12 973.96.

The major professional development initiatives are as follows:

During 2016 our staff participated in number of professional development opportunities including:

- Seven Steps to Writing Success
- Problem Solving in Numeracy
- Peer Review Training
- Moderation
- Mentoring program with literacy coach
- Regional web conferences
- Implementation of Quality Teaching and Learning – co-plan, co-teach, co-assess, co-reflect model

.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

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 2016.

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Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	84%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	87%	88%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.
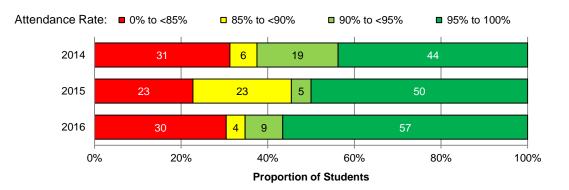
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	DW	96%	81%	DW	DW	94%	90%						
2015	92%	90%	90%	89%	DW	DW	90%						
2016	66%	97%	92%	87%	92%	DW	DW						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% □ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	31	6	19	44
2015	23	23	5	50
2016	30	4	9	57

Proportion of Students

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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At Osborne State School we value regular school attendance and encourage students to attend regularly through our school rewards system and regularly reporting attendance data in our school newsletter. Rolls are marked digitally daily at 9:00am and 2:00pm. If students are absent from school in the morning without explanation, parents are contacted by phone or text message prior to 10:00am. All student absences and parent contacts are recorded in OneSchool.

NAPLAN

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.**

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.