

Osborne State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Osborne State School** from **8 to 9 September 2020**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Christine Dolley

Internal reviewer, EIB (review chair)

Vanessa Koina

Peer reviewer



1.2 School context

Location:	Kirknie Road, Osborne	
Education region:	North Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	24	
Indigenous enrolment percentage:	45.8 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	37.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	833	
Year principal appointed:	2012	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), students with disability teacher, Support Teacher Literacy and Numeracy (STLaN), guidance officer, Speech Language Pathologist (SLP), classroom teacher, administration release teacher, three teacher aides, three parents, eight students and facilities officer.

Community and business groups:

- Osborne State School Parents and Citizens' Association (P&C) president, secretary and treasurer, Home Hill Pool manager and community partner.

Partner schools and other educational providers:

- Gumlu State School principal, Burdekin Special School principal and Home Hill Childcare and Kindergarten (C&K) director.

Government and departmental representatives:

- Mayor of Burdekin Shire Council, State Member for Burdekin and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2016-2019
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
School pedagogical framework	Professional Development Calendar 2020
School data plan	Responsible Behaviour Plan for Students
School Opinion Survey 2019	School newsletters and website
School based curriculum, assessment and reporting plan	Parent and Community Engagement Framework



2. Executive summary

2.1 Key findings

Staff members are committed to building positive and caring relationships with students.

Staff are united in their belief regarding the benefits of the small school, multi-age setting in fostering a positive and supportive environment. Staff and parents speak positively of the close and family-like relationships that exist within the school. The professional culture at the school is positive with staff members exhibiting high levels of professional energy for the work they do in the school. Staff members relate stories of the ongoing support they receive from their colleagues and from the principal. Teacher aides articulate they have good working relationships with their teacher colleagues.

Students are welcoming, open and proud to discuss the unique aspects of the school.

Interactions between staff members, students and parents are polite and inclusive and parents acknowledge the work undertaken by the staff to promote a caring and positive learning environment at the school. Parents appreciate the additional support provided for students with diverse learning needs and how these needs are addressed and catered for at the school.

The principal and teaching staff engage in informal moderation processes each term.

The principal recognises the need to more formally moderate learning areas to ensure consistency of judgement occurs across the school in the assignment of students' Levels of Achievement (LOA) for all learning areas. Moderation occurs with colleagues from other schools in the local cluster. In this process teachers moderate student LOAs in a learning area of choice using a Guide to Making Judgements (GTMJ) that is provided.

Staff members articulate a culture of collaboration exists within the school.

The principal indicates regular participation in a number of Professional Learning Communities (PLC) including the Burdekin/Osborne/Gumlu (BOG) cluster, wellbeing PLCs and cross-cluster team meetings. It is acknowledged that regular engagement of classroom teachers with Age-appropriate pedagogies (AAP) coaches increases skills and the ability to deliver AAP in the classroom. Teaching staff utilise Explicit Instruction (EI) that is implemented in each classroom. The principal expresses the intent to implement formalised mentoring, coaching and feedback processes to enhance teaching practice.

The principal and staff demonstrate an understanding of the importance of high expectations for student improvement, learning and behaviour.

Staff members acknowledge the need to build mutually respectful relationships across the school community. The school is aware of the need to promote a culture of inquiry and innovation and have embedded the school value '*Be Brave*' into curriculum and wellbeing practices. Higher Order Thinking Skills (HOTS) are included in curriculum planning. These skills are yet to be consistently used by all staff members and students. The school has



worked hard to develop a culture where students are 'risk takers'. Formal planning documents are yet to be created.

Staff, student and community engagement in wellbeing is a clearly articulated focus across the whole school.

Staff members discuss and implement ways to address this including documenting wellbeing as part of the Parent and Community Engagement (PaCE) plan. This includes professional reading focused on wellbeing as part of the weekly staff meeting, and working through a whole-school approach to supporting staff and students using the 'Berry Street'¹ model. A focus on student wellbeing has been drafted and is yet to be documented.

The school is held in high regard by the broader community.

There are high levels of community confidence, engagement and support. The principal is perceived as a committed and energetic leader and staff members as caring and hard-working. Staff members demonstrate a strong loyalty to the school and their experience and welcoming of community members are appreciated. Members of the community, parents, staff members and students display enormous pride in the school. Parents indicate they are extremely happy with the individualised education and support their child receives at the school.

All staff members express the belief that whilst students may be at different stages and rates of learning, all students are capable of learning successfully.

Differentiation is a significant practice at the school. Student learning needs are catered for through a range of differentiation strategies including ability grouping, individualised teaching and adjusted programming. The principal and staff work to identify and address the learning needs of individual students within the classroom. The school's multi-age structure requires school staff members to be adept at providing relevant and individualised learning opportunities and support for a wide range of student needs and abilities.

¹ Berry Street Childhood Institute. (2018). Berry Street Educational Model. Retrieved from <https://www.childhoodinstitute.org.au/focus-areas/berry-street-education-model>



2.2 Key improvement strategies

Develop a clear understanding of the moderation process, including use of consistent language when discussing student learning and achievement, and document formal moderation processes within the school to build consistency and confidence in teacher judgement across all year levels for all learning areas.

Implement formalised mentoring, coaching and feedback processes to enhance teaching practice.

Embed a culture of innovation and inquiry whereby creative exploration, HOTS and independent learning are valued within classroom learning programs.

Enhance and refine the implementation of the PaCE plan.