

2025 Annual Report to the School Community

School Name: Osbornes Flat Primary School (1463)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 30 March 2026 at 02:17 PM by Claire Bradbury (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 30 March 2026 at 02:18 PM by Claire Bradbury (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'. 'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Osbornes Flat Primary (established in 1874) is a small rural school of 42 students in 2025, across three classrooms, set in the beautiful Yackandandah valley, about 20 minutes from Wodonga. We provide all students from Yackandandah, Osbornes Flat, Allans Flat, Wodonga and beyond with an inspirational and responsive educational program, to promote thinking and encourage curiosity. We nurture the individual talents and needs of our students, embedding high expectations, quality opportunities and caring personalised attention, for our students to reach their full academic and social potential. We pride ourselves on the rapport we build with our students and their families, bringing a great sense of proactiveness, care, compassion and understanding to the learning partnership. Learning at OFPS is a partnership between parents, the students and our school, all working together for positive outcomes.

Osbornes Flat Primary School values consist of:

We demonstrate RESPECT: We honour people and place - listening first, speaking kindly and caring for ourselves, each other and the environment every day. We act with empathy - recognise every voice, celebrate differences and treat others as we hope to be treated.

We lead with a sense of BELONGING: Growing as one - welcoming each person's story and supporting each other. Known by name, valuing oneself- every child and adult feels safe to learn, grow and contribute. One community, many stories - we celebrate individual backgrounds while standing together as a supportive team.

We grow with CURIOSITY: Learning through wonder- we spark questions, chase ideas and keep exploring to understand the world around us. We are courageous to inquire - embrace challenges, experiment boldly and see mistakes as opportunities to grow.

We act with INTEGRITY: Doing what's right – we act honestly, take responsibility for our choices, and stay true to our values, even when it's hard. Character in action – we lead by example, treat others with fairness, and follow through on our commitments with courage and care.

We live MATESHIP: Standing together – we support each other, show kindness, and step up when someone needs a hand. Friendship in action – we listen, cooperate, and face challenges side by side, building trust and strong, respectful relationships every day.

These values underpin our safe and caring school community and provide a welcoming atmosphere characterised by well-managed systems and processes focused on student achievement and wellbeing.

Small classes allow us to focus on the explicit instruction of literacy and numeracy, as well as developing diverse skills through the exploration of rich tasks across Years F-6. We implement the elements of the science of learning and place importance on staff understanding the development of a child's brain when learning. Our curriculum program includes Art and Library (fortnightly), weekly sessions of Auslan, Discovery which covers Geography and History inquiry topics, Sport and Physical Education, Performing Arts and STEM sessions. At our school, we constantly strive for students to become emotionally intelligent, teaching aspects of wellbeing and mental health practices.

The staff provide excellent teaching and learning experiences across the Victorian Curriculum 2.0. Our school is reducing its environmental impact by collection of rainwater for all water usage; use of solar panels for electricity production and a strong commitment to the values of reduce, reuse and recycle. Our school is part of the Osbornes Flat – Wooragee – Middle Indigo Cluster and the wider Wodonga – Indigo Network. As part of this, our students join together throughout the year for excursions, camps, sports and cultural experiences to further enhance learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2025 we focused on embedding the Multi-Lit and Spellex phonics program across the school. We continued work on the Instructional Models in Literacy and Numeracy, while increasing the school's broader profile in the community. We had a School Review in late 2025 which meant we:

- updated of policies and procedures
- commenced of work around OHS activities
- restructured our Literacy and Numeracy Instructional Models
- gave student's voice and agency in their learning and began some student leadership opportunities
- implemented explicit teaching of core and fundamental skills
- included differentiation of instruction and learning experiences for all students
- ensured inclusive education in all areas
- updated some financial accountability measures

We maintained our strong commitment to ensuring our students who needed extra support worked in small groups with our Education Support staff.

There are variations in our NAPLAN data with difference from year to year which is dependent on the number of students we have sitting NAPLAN in Years 3 and 5 each year. In 2025, we were pleased to see that we had no students in the Needs Additional Attention bands and that our students maintained great progress in their learning. Our Year 3 Reading data was 100% in the Strong and Exceeding Proficiency but we had no Year 5 data in this area due to 5 or less students in this year level sitting the NAPLAN tests. The Year 3 data in Numeracy was 85.7% which was above the State level in the Strong and Exceeding Proficiency area, but again, no Year 5 data due to 5 or less students sitting the NAPLAN test in this area. Our Teacher Judgement against the curriculum scores were below that of similar schools and the State, sitting at 60.2% in English and 69.4% in Mathematics. This indicates there needs to be more work in our school to ensure that teacher expectations match the curriculum, using a triangulation of data so that results are not just based on observation, as well as increasing our staff data literacy skills. In 2025, our School continued reporting against the Victorian Curriculum 2.0.

Wellbeing

Our Attitudes to School Survey showed excellent results from our 2025 student cohort. In the Sense of Connectedness element, our school's percentage of students feeling connected to one another and their school, was at 100%, above the State average. We believe this to be a reflection of how our students feel connected to one another across our school. With a proportion of our students holding a dual enrolment in home schooling, we believe that further work can be done to ensure all of our students feel well connected to one another and their school. The same survey also suggests a strong belief amongst our students that issues of bullying are dealt with by our school staff, with 100% of students believing this. We believe the increase in the average was largely due to programs initiated around social norms, group work, respect and friendships.

In 2025 we continued to make inroads into teachers really knowing their students. The introduction of the SAEBR tool for Wellbeing has seen our staff have collaborative conversations around our student's social, emotional and academic needs, shifting our focus to the whole child, not just their academics. Teachers administer this survey each Term and then reflect on the students' needs based on a tiered system of support. The SAEBRs data was discussed at Case Management Meetings, ensuring that all staff were updated on strategies of support for each child. Sitting alongside this, we created a Wellbeing data wall, to visually depict which students needed which level of supports. The teaching of Respectful Relationships has helped our students in treating others with respect and being grateful for what they have. Elements of this program were interwoven throughout school life and included in the newsletter and classroom displays. Wellbeing remains a clear focus for our school in 2026.

Engagement

During 2025, student attendance rates at school were highest seen in our Year 2 and Year 6 cohorts, with 86.2% and 81.8% respectively. Our lowest attendance rate by year level was Year 5. Having dual enrolments across the school i.e. home-schooling students, has continued to contribute to the low percentage in attendance compared to other schools in the State. There has been significant work completed around student engagement across our school such as running student leadership groups with the establishment of School Captains. Supporting the School Captains was a leadership group named 'The Student Voice Group'. This was made up of other Year 6 students who were aspiring to be leaders. These student leaders met with the Principal on a fortnightly basis, to discuss how these leaders could help make the school a better place to be. Part of this was the establishment of Break Clubs. The Student Leaders regularly surveyed their peers for ideas on running lunchtime break clubs, which ranged from cooking, coding and dance. Student Leaders were responsible for the running of these clubs and maintaining attendance. We also increased our breakfast club program to include two mornings per week and made a wider range of offerings for our students.

We continued to use our OoHC bus funding to run our small bus, ensuring that our students who needed it the most, could get to school each day. Our school offered Toasty Tuesdays, Lunch Order Wednesdays and other cooked lunches throughout the week, to help increase our student

engagement with our school. Further work is being undertaken in 2026 to support our student engagement, supporting parents in their understanding of the importance of school every day.

Other highlights from the school year

Our School experienced a range of other highlights including:

- Year F-2 class went to the Traffic School in Wangaratta in preparation for the whole school bike ride.
- Year 3-6 visited the Bonegilla Migrant Experience in Bonegilla.
- Year 4 and Year 5 student attended the Youth Ambassador Program for 2025. These sessions were run by the Indigo Shire.
- The whole school participated in the NERSSA Schools Athletics with the F-2 students doing a modified athletics carnival. Some students qualified for the Upper Hume District Athletics event later in the year.
- Year 5-6 students were invited to attend two snow skiing sessions with Yackandandah Primary School.
- The whole school attended the Wodonga District Arts Festival which included both Visual Arts and Performing Arts at Galvin Hall (part of Wodonga Senior Secondary College).
- The whole school competed at the NERSSA Cross Country. Some Year 3-6 students qualified for the Division Cross Country.
- Our F-6 students had the opportunity to engage with other schools to see a Cultural performance by Dion Drummond.
- As part of our Koorie Education and connection with the local Landcare, the students went on an excursion to Mt Pilot, where they did activities and listened to guest speakers, from local elders. The students were involved in a range of cultural activities including aboriginal artwork, cultural land significance etc.
- The whole school had an opportunity to learn first aid that was age appropriate. We combined with Wooragee Primary School for these lessons.
- The Year 3-6 class went on a day camp to Valley Homestead.
- Our students went to Kiewa Valley Primary School to engage with other schools to see a magic show performance by Elio Simonetti.
- Many students participated in the Yackandandah Folk Festival Parade.
- Our Year 5 and 6 students attended an Australian author talk by Dianne Wolfer at Yackandandah Primary School.
- Some Year 3-6 students attended the NERSSA Swimming event at Tallangatta Swimming Pool.
- The whole school had swimming lessons over one week at the Wodonga Leisure Centre.

- Learning Showcases – these happened on the last Monday of each term so the parents could come and see the learning the students had been doing over the term.
- 'Bush Fair' – this is where the broader community was treated to an afternoon of event stalls ran by our parent and student community. This was a terrific fundraising event for our School.
- We graduated 3 Year 6 students at the end of 2025, who then went onto Year 7 to various different high schools. We held a graduation ceremony at the local Wooragee Hall that was attended by a large number of our families and broader community.

Financial performance

Our financial performance is reflective of the challenge of managing a small school budget, whilst the school grows throughout the year. Factors including a change in leadership and teaching workforce and expenditure on critical upgrades. These have contributed to a deficit that was managed by a small school's deficit reduction of \$50,000 and a surplus carried forward from 2024. With our school growing, efforts were made to ensure consistent teaching and education support staff were employed in the school, having three full time teachers for each of our classrooms. A healthy high-yield bank balance also allowed us to complete critical OHS works throughout the school, as well as ensuring that wellbeing supports could be put in place for our students in 2026.

Our Motor Vehicle expenditure has increased due to our student enrolment increasing and the bus now running twice per day for our students, which is enhancing student attendance. We have been successful in obtaining a \$10,000.00 OHSC grant for the running of our bus for 2026. Overall, the school finished 2025 in a good financial position. With a steady number in enrolments for 2026, our budgets are looking healthy for the financial expenditure facing our school.

**For more detailed information regarding our school please visit our website at
<https://www.osbornesflatps.vic.edu.au>**

PERFORMANCE SUMMARY

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 39 students were enrolled at this school in 2025, 16 female and 23 male. NDP had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low - Medium**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	NDP	
	Similar schools	93.5%	
	State	82.0%	

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	66.8%	
	Similar schools	85.1%	
	State	77.4%	

LEARNING

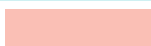
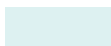
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

2025			
English Prep - 6 % of students at or above age expected standards	School	60.2%	
	Similar schools	81.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	69.4%	
	Similar schools	83.3%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

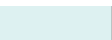
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	100.0%		81.8%
	Similar schools	61.5%		65.1%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	NDP		61.5%
	Similar schools	71.0%		71.5%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	85.7%		63.6%
	Similar schools	67.9%		68.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	NDP		61.5%
	Similar schools	71.4%		67.4%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	NDP	
	Similar schools	71.9%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	NDP	
	Similar schools	73.4%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	100.0%		80.6%
	Similar schools	81.5%		81.3%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	100.0%		87.1%
	Similar schools	86.0%		84.9%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	40.6	31.7
	Similar schools	25.0	24.2
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	78.0%	
Year 1	School	NDP	
Year 2	School	80.0%	
Year 3	School	86.2%	
Year 4	School	81.8%	
Year 5	School	73.8%	
Year 6	School	NDP	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$855,609
Government Provided DET Grants	\$176,878
Government Grants Commonwealth	\$0
Government Grants State	\$3,000
Revenue Other	\$7,876
Locally Raised Funds	\$35,180
Capital Grants	\$0
Total Operating Revenue	\$1,078,545

Equity	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$5,000

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$807,704
Adjustments	\$0
Books & Publications	\$1,244
Camps/Excursions/Activities	\$8,824
Communication Costs	\$1,929
Consumables	\$40,404
Miscellaneous Expenses ²	\$24,546
Agency Staff	\$0
Professional Development	\$3,941
Equipment/Maintenance/Hire	\$26,346
Property Services	\$101,614
Salaries & Allowances ³	\$57,043
Support Services	\$0

Expenditure	Actual
Trading & Fundraising	\$21,753
Motor Vehicle Expenses	\$7,613
Travel & Subsistence	\$3,850
Utilities	\$6,586
Total Operating Expenditure	\$1,113,398
Net Operating Surplus/-Deficit	(\$34,853)
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$83,068
Official Account	\$17,409
Other Accounts	\$0
Total Funds Available	\$100,477

Financial Commitments	Actual
Operating Reserve	\$50,949
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$50,949

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.