

2023 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 25 March 2024 at 12:41 PM by Kiera Hayes (Principal)

- This 2023 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 29 April 2024 at 03:29 PM by Bradley Nicholls (School Council President)

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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Osbornes Flat Primary School see our school and community as a rural community with high aspirations for our students. Our moral purpose is to nurture community minded learners who are self-motivated and challenge themselves to become resilient problem solvers over the course of their learning journey. The school's revised values are underpinned by Respect; "We Respect Our Environment, We Respect Ourselves and We Respect Everyone." Osbornes Flat Primary School is a small rural school which values its family atmosphere. Because of this; families have a strong commitment to the school and its operation. Our school values small classes and individual attention available to each student. Our geographic location is 28 minutes from Wodonga and 9km from Yackandandah. Our school is located in a rural area, which supports us in our wish to be very active in environmental issues and environmental education. We value our place in the community and work towards increasing our involvement in our local and wider community. Osbornes Flat employed 3.9 full-time equivalent staff in 2023 made up of 1 Principal class, 2 teachers (1 full time and one 0.2) and 2 Education Support Staff (one 1.0 ES, one 0.3) and one Business Manager 0.4). No staff identified as Aboriginal or Torres Strait Islander. 24 students were enrolled for 2023. A total of 24 students were enrolled at this school in 2023, 13 female and 11 male. 0 percent of students had English as an additional language and 0 percent ATSI (Aboriginal and Torres Strait Islander) students. The school's socio-economic band value was: Low. Students were divided into two classes: F-3 and 4-6. This school's SFOE band value is: Low - Medium. The school continued to access the services of an Art Specialist from the Mobile Art and Craft Van one day a fortnight and a similar arrangement was in place with the Mobile Area Resource Centre and its Librarian. Our school also offered weekly Italian classes, which were by a teacher who holds specialist qualifications in Italian. Private instrumental lessons were offered for students who wished to learn piano, ukulele and guitar.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, 84.6% of our students were placed at or above age expected standards in English according to teacher judgement. This is comparable to similar schools in Victoria, 78.5% of students were placed at or above the expected level in Mathematics according to teacher judgements, which is again comparable to similar schools and the state average.

The NAPLAN test was revised in 2023, and the results are no longer comparable to previous years, however the year 5 data displays students are working well above the state average in both Numeracy and Literacy with exceptional data in the Reading. It is important to recognise that our school caters for diverse student body, including special needs students and students whose growth is measured from a high band to begin with.

Wellbeing

As a school, we have continued to have a strong focus on student Wellbeing, ensuring we foster strong connections with all students and their families. These positive relationships are essential to a student's success and therefore will never not be at the forefront. In the Student Attitude to School Survey, 78.3% of our students stated that they had a strong sense of connectedness in the school, this is slightly above the state and similar schools average. At Osbornes Flat Primary School in 2023 we have a strong focus on ensuring students feel connected to school and increase the amount of student voice at our school.

We have implemented the School Wide Positive behaviour program, in which we have developed a whole school matrix to assist with positive behaviour and implemented staff PD.

Engagement

Osbornes Flat Primary School students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence and engagement. In 2023 the school continued to work with families to ensure students were in attendance for school and utilised every learning opportunity. The school continued to contact families, requesting them to notify the school of any absences and the school contacted families at recess time if a student was absent without notification. The

schools average number of absence days were 22.0, which is comparison to the state average of 20.5 and similar schools average of 22.2.

Other highlights from the school year

In 2023 the students at Osbornes Flat Primary School were offered many extra curricula activities. During the year we had many students attend and represent at a regional sorting level for swimming, cross country and athletics.

Year 5/6 students participated in a ski program that saw them hit the slopes for one day of learning and skiing. Due to weather and lack of snow the other two days were cancelled

The school partnered with Turtles Albury Wodonga and discussed species in the local area.

Students in Years 3-6 participated in a school camp to Phillip Island. Within the cluster we attended an Indigenous Literacy Day at Barnawartha Primary. Equity funding was again used to purchase Maths and Literacy resources to support our AIP priorities, and Equipment boost funds were

used to purchase sensory resources for our current and future PSD and Tier 3 funded students. Digital divide funds supplemented parent

contributions to purchase new students laptops for the classroom, ensuring our IT resources are regularly upgraded.

Financial performance

School Council had discussions and attained quotes to repair the concrete path that leads into the school.

Funds from fundraising efforts have been allocated towards the procurement of new laptops and iPads for student use.

Urgent works funding was promptly utilized for the acquisition of a new server in late 2023.

Remaining funds from the bushfire relief initiative will be allocated towards ongoing maintenance of grounds and tree upkeep.

Additionally, resources from the bushfire fund were directed towards upgrading the phone system and acquiring a new school mobile phone throughout 2023.

The second installment of the OSHC Grant has been received to support the continued operation and maintenance of the mini bus, ensuring its viability until the conclusion of 2025.

Funds designated for mental health initiatives have been allocated to support The Resilience Project.

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 24 students were enrolled at this school in 2023, 13 female and 11 male.

0 percent of students had English as an additional language and NDP percent 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).

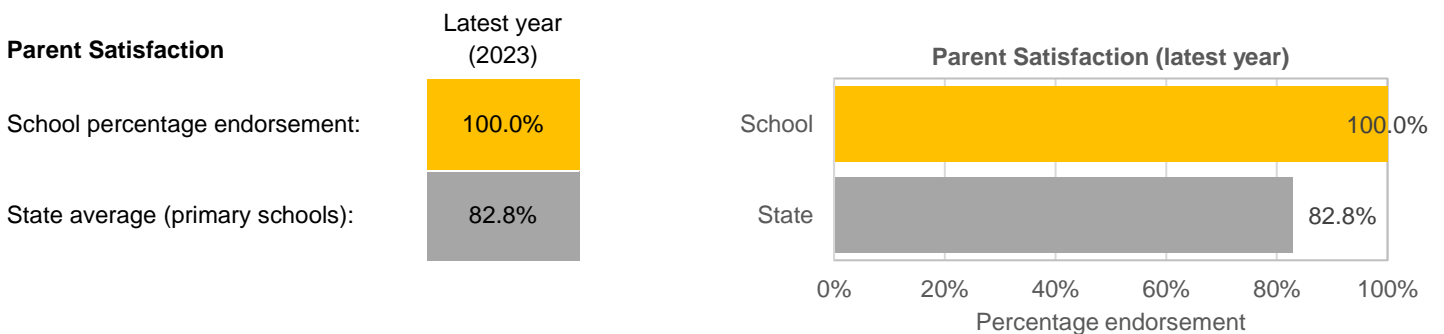
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.

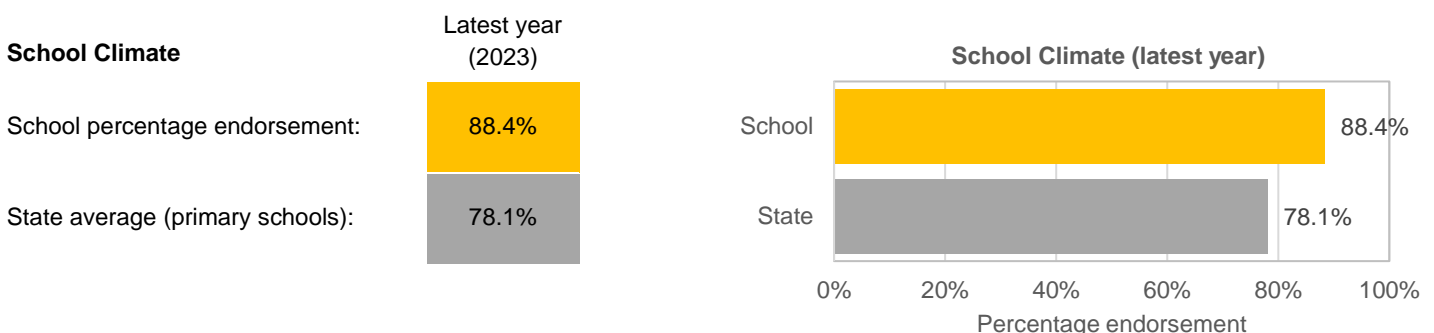


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

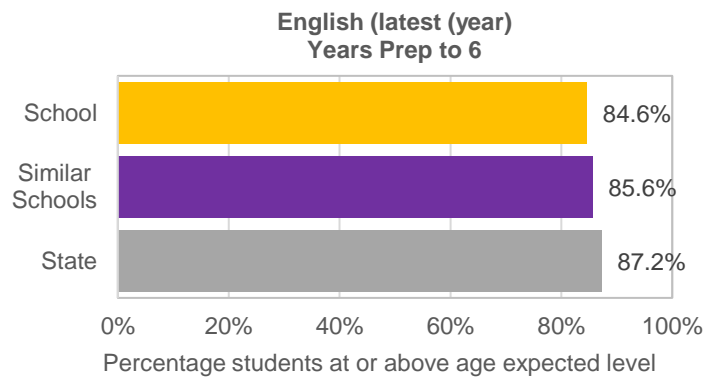
84.6%

Similar Schools average:

85.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

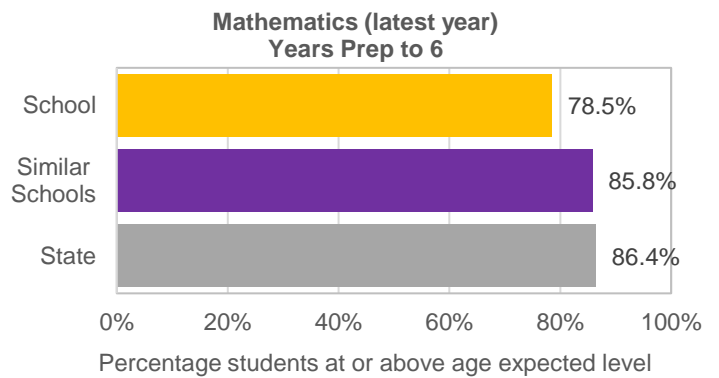
78.5%

Similar Schools average:

85.8%

State average:

86.4%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

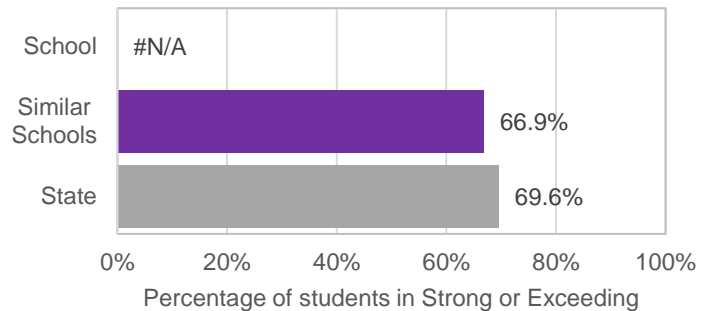
Similar Schools average:

66.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

100.0%

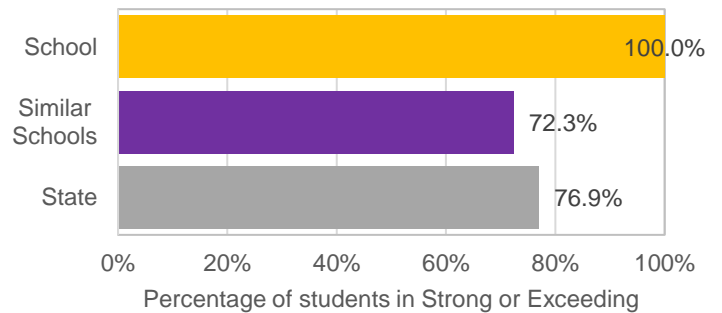
Similar Schools average:

72.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

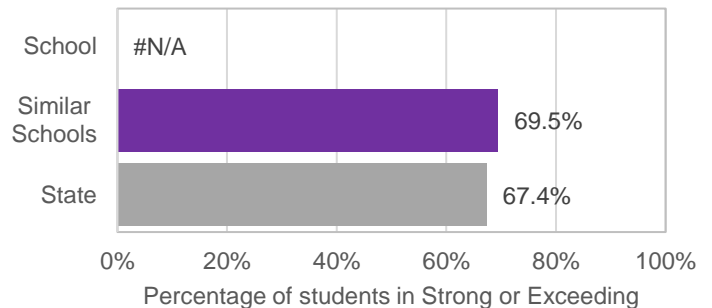
Similar Schools average:

69.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.4%

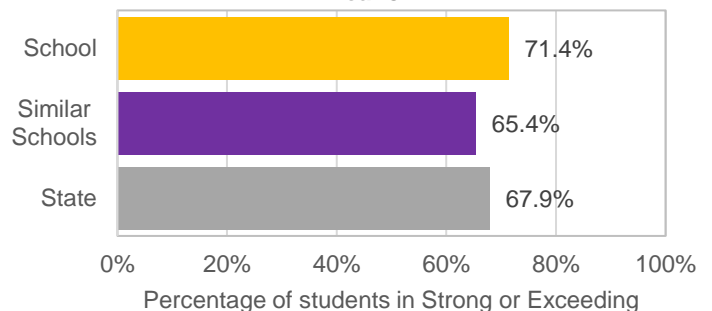
Similar Schools average:

65.4%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

NDA

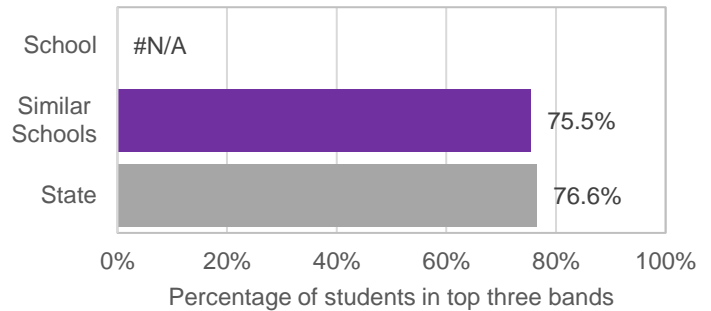
Similar Schools average:

75.5%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

NDP

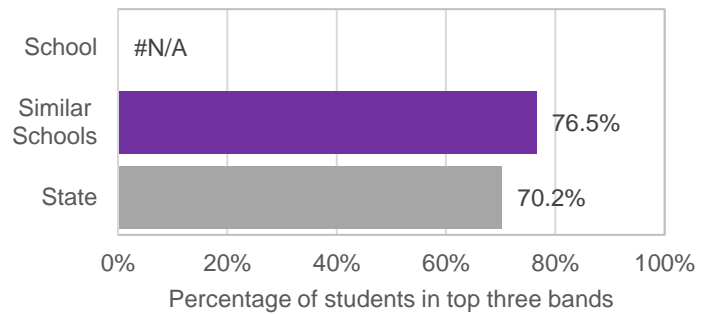
Similar Schools average:

76.5%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

NDA

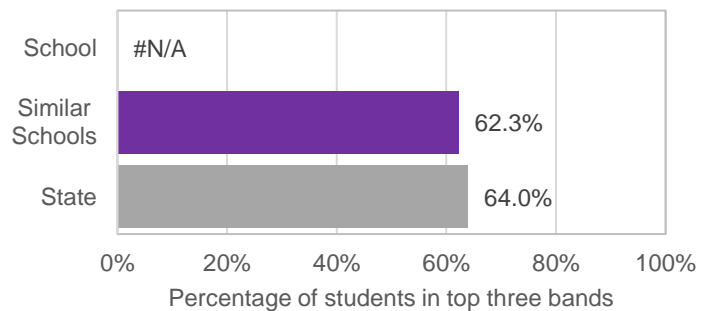
Similar Schools average:

62.3%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

NDP

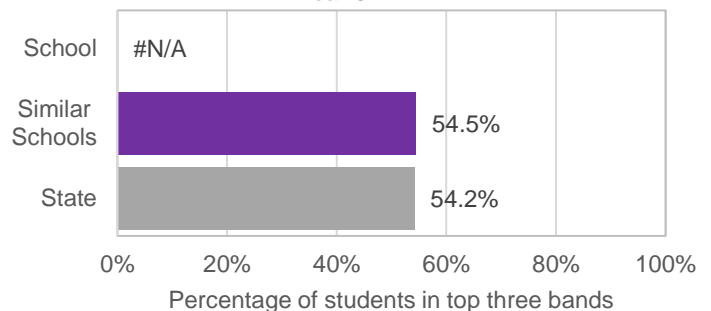
Similar Schools average:

54.5%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

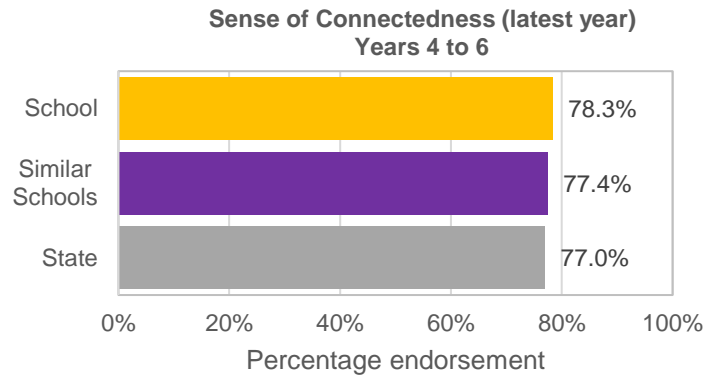
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	78.3%	78.1%
Similar Schools average:	77.4%	82.0%
State average:	77.0%	78.5%

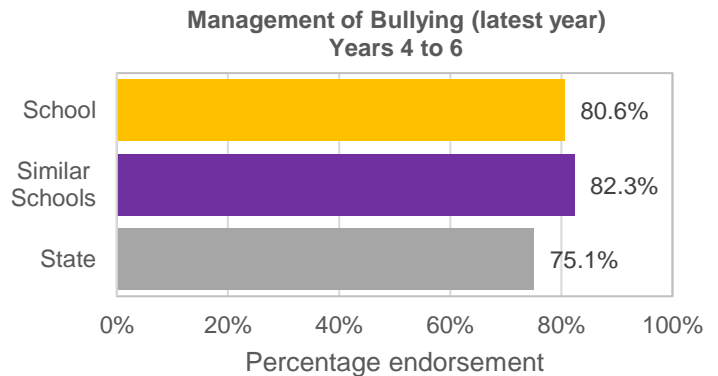


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	80.6%	79.0%
Similar Schools average:	82.3%	85.7%
State average:	75.1%	76.9%



ENGAGEMENT

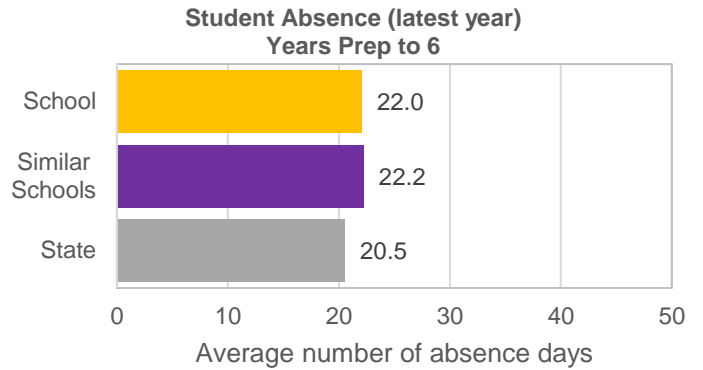
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	22.0	16.2
Similar Schools average:	22.2	19.1
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	83%	NDP	NDP	NDP	NDP	91%	NDP

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$510,896
Government Provided DET Grants	\$174,450
Government Grants Commonwealth	\$2,117
Government Grants State	\$0
Revenue Other	\$19,459
Locally Raised Funds	\$27,663
Capital Grants	\$0
Total Operating Revenue	\$734,586

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$501,676
Adjustments	\$0
Books & Publications	\$79
Camps/Excursions/Activities	\$11,280
Communication Costs	\$3,872
Consumables	\$14,742
Miscellaneous Expense ³	\$8,574
Professional Development	\$4,247
Equipment/Maintenance/Hire	\$20,924
Property Services	\$61,156
Salaries & Allowances ⁴	\$28,296
Support Services	\$9,315
Trading & Fundraising	\$2,389
Motor Vehicle Expenses	\$3,649
Travel & Subsistence	\$0
Utilities	\$4,210
Total Operating Expenditure	\$674,409
Net Operating Surplus/-Deficit	\$60,177
Asset Acquisitions	\$2,095

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$203,052
Official Account	\$5,677
Other Accounts	\$0
Total Funds Available	\$208,728

Financial Commitments	Actual
Operating Reserve	\$21,716
Other Recurrent Expenditure	\$18,045
Provision Accounts	\$0
Funds Received in Advance	\$2,100
School Based Programs	\$22,750
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,100
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$64,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$32,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$165,211

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.