

# 2020 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 ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 21 April 2021 at 10:16 AM by Sarah Kohne (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 21 April 2021 at 02:57 PM by Anna Weeks (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### What is 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 a disability 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').

## About Our School

### School context

Osbornes Flat Primary School's vision is to provide a community of learning which supports all members in a positive and safe environment. We 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 schools values are good manners, friendliness, courage, persistence/ resilience, tolerance/ acceptance, compassion/ empathy. 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 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 4.2 full-time equivalent staff in 2020 made up of 1 principal class, 3 teachers (1 full time, one 0.6, one 0.2) and 2 Education Support Staff (one 0.8 ES for Semester 2 and one Business Manager 0.6). No staff identify as Aboriginal or Torres Strait Islander.

35 students were enrolled in 2020, 16 female and 19 male. 0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students. The schools socio-economic band value was: Low.

Students were divided into two classes - F-3 and 4-6. The school continued to accessed 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. Weekly music lessons were conducted by 'Living Bridge Music' and private instrumental lessons were offered for students who wished to learn piano and guitar.

During 2020 Victorian schools had multiple sustained periods of remote and flexible learning due to lockdowns associated with Covid-19. This impacted heavily on school operations and the schools ability to achieve all goals and targets set out in the Annual Implementation Plan. NSW/ Victorian order closures impacted on our staff ability to work from the school site for an extended period of time.

### Framework for Improving Student Outcomes (FISO)

In 2020 Osbornes Flat's AIP focused on implementation of Key Improvement Strategies (KIS) Relating to the FISO dimensions of Building Practice Excellence and Curriculum Planning and Assessment.

The focus of the schools improvement efforts during 2020 were around improving practice excellence in Mathematics. Despite the challenges of remote learning, staff still worked on ensuring there was a clear and relevant assessment schedule in mathematics and that these assessments were used to inform student groupings and lesson planning. A consistent lesson planner was used across the school to reflect the agreed upon instructional model. During on site learning, students were given increased opportunities to explain their mathematical thinking. Although it was challenging to provide whole class teaching opportunities during remote learning, many older students took the opportunity to log in to the open online classroom to receive individual assistance while completing their mathematics tasks online. Formalised learning walks did not occur during 2020 and providing regular opportunities for staff to observe each others practice will continue to be a focus for the school. A large amount of funds were utilised to purchase a range of concrete materials for use in the classrooms and this lead to increased engagement by students during their mathematics lessons.

During 2020 the focus was on building teacher confidence in utilising a range of assessment strategies, both formative

and summative to effectively plan for, and assess teaching and learning in Mathematics. Staff professional learning focused on improving data literacy skills, and how best to utilise the school's assessment tools to inform teaching. As a result, there was more discussion amongst staff about student progress and how best to address their identified learning needs. Mathematics intervention occurred during Term 4 when students returned back to on site learning, and this helped minimise the impact remote learning had for the students involved in this program.

The staff worked hard during remote and flexible learning to thoroughly document and embed a guaranteed and viable curriculum that was consistently implemented in mathematics. A whole school yearly mathematics overview was established, ensuring that all curriculum was being covered throughout the year. This schedule was adapted as the year progressed, to enable hands on mathematics topics to be covered as much as possible in the home environment. Periods of remote and flexible learning made it difficult, as there were less opportunities to give students immediate feedback on their mathematics tasks and some students completed more mathematics work than others while at home.

### Achievement

In 2020 Osbornes Flat Primary School continued its focus on its strategic plan goal of Improving Student Learning Outcomes in Literacy and Numeracy. The main focus of improvement over the 2020 school year, was improving student performance in Mathematics. Even during remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. Each student was provided with a laptop, which enabled them to complete online learning during their school day.

It is pleasing to note that despite the challenges that 2020 presented, 86.4% of our students were placed at or above age expected standards in English according to teacher judgements. This is higher when compared to similar schools in Victoria.

In Mathematics only 76% of our students were placed at or above the expected level according to teacher judgements, which is lower compared to similar schools. For this reason, Mathematics will remain a focus for the 2021 school year.

Our Annual Implementation Plan target was for 90% of our students to show 12 months growth in Number according to their Essential Assessment results. 15 out of 29 students (matched cohort) achieved this, which equates to 52%. Many students made 6 months growth in Number and Algebra over the 2020 school year, and this will be the focus of the 2021 tutoring efforts.

No NAPLAN occurred in 2020 so it is not possible to comment on how our students performed against the NAPLAN targets during 2020.

### 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 2020 the school continued to work with families to ensure students were at school and learning during onsite instruction. The school continued to contact families, requesting them to notify the school of any absences and the school called families at recess time if a student was absent without notification. Our attendance during remote learning was similar to the attendance while onsite.

During remote learning students checked in daily on SeeSaw and via live Webex meetings. Regular phone calls were made during remote learning to discuss each child's engagement at home. If students were struggling with motivation and engagement, teachers set realistic learning targets for the students to achieve each day, in order for them to feel successful while completing the self paced work.

The schools average number of absent days was 9.5 and this is less than similar schools in Victoria and much less

than the schools 4 year average. Attendance rates across year levels ranged from 91% to 97%.

### Wellbeing

As a school, we have continued to focus on student well being, ensuring we foster strong connections with all students and their families. These positive relationships have been evidenced by strong results in the Student Attitude to School Survey. 83.2% of our students stated that they had a strong sense of connectedness in the school. This result is more positive than similar schools and higher than the schools four year average.

It was pleasing to see that staff rated the school climate favorably in 2020. 78.8% of their responses in the School Staff Survey were positive, which is higher than the state average of 77.8.

The parent opinion survey was not conducted during 2020 so no comments are able to be made about this data set.

### Financial performance and position

The net operating surplus in 2020 was due to under spending of the extra funding that was provided by DET in the areas of Bushfire Preparedness (remainder spend in early 2021) and covid-19 cleaning uplift (extra cleaning was carried out but not all funds were expended). The balance of funding for grounds was rolled over for playground upgrade in 2021, Respectful Relationships program was not implemented due remote learning. Many areas of normal expenditure (eg. Utilities, administration, consumables, non-curriculum consumables, etc) were under-spent, also due to remote learning.

Another significant factor was that the payment of camp costs, which then had to be cancelled, were retained in family accounts (with parent approval) to be expended on fees or camp in 2021.

Equity funding and the voluntary parent levy in 2020 was used to purchase Maths resources, as this was our priority in the school's Annual Implementation Plan.

The school received extra DET funding to implement the DUET music program which included teacher training and purchase of resources; to provide mandated mobile phone storage and we were reimbursed for the cost of excess staff redeployment support. We received a Commonwealth Govt. Sporting Schools grant in Term 3, which was used to purchase table tennis and badminton resources and also received a State Govt. Sun Smart Grant which allowed us to purchase a school, wide-brimmed hat for all students.

**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.

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 35 students were enrolled at this school in 2020, 16 female and 19 male.

0 percent of students had English as an additional language and 0 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) which takes into account parents' occupations and education.

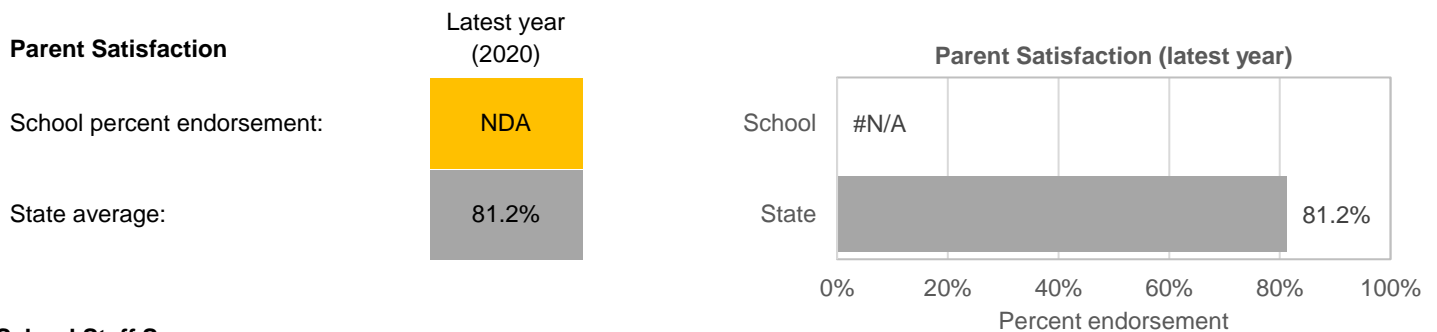
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

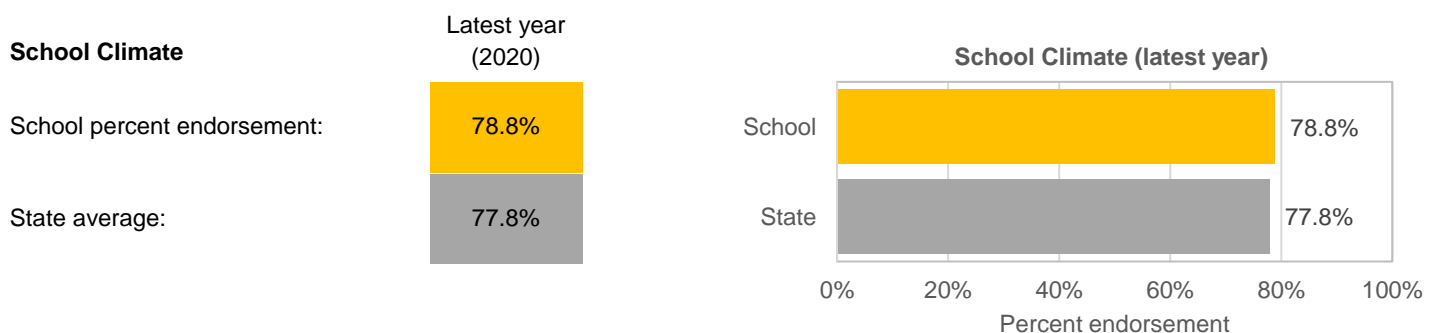


### School Staff Survey

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.



## ACHIEVEMENT

**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

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

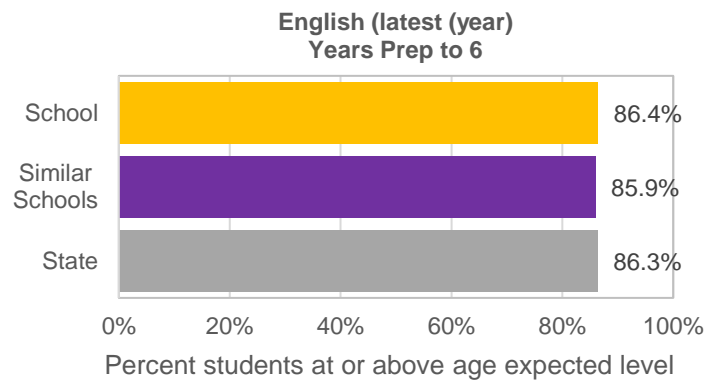
86.4%

Similar Schools average:

85.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

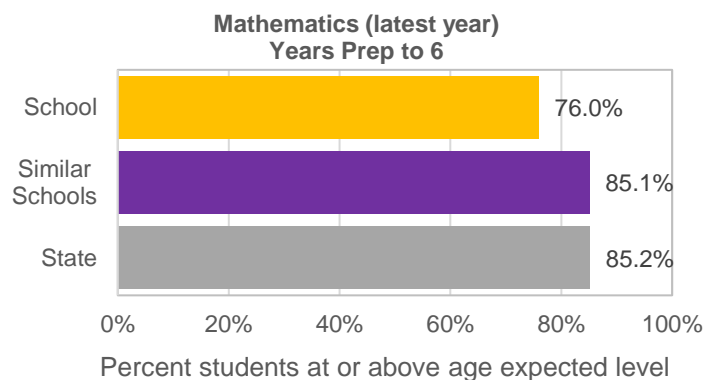
76.0%

Similar Schools average:

85.1%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

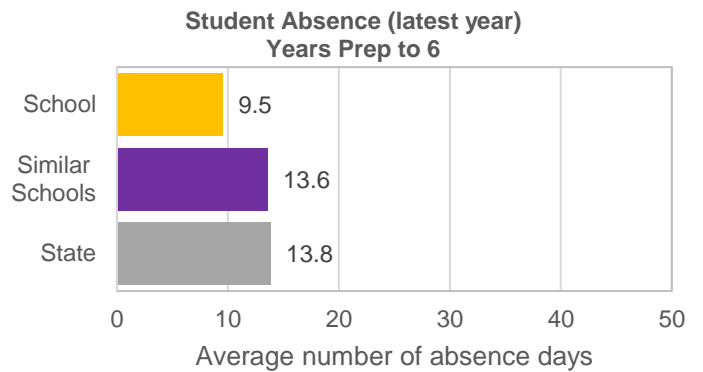
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.5	12.0
Similar Schools average:	13.6	15.7
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	NDA	94%	91%	96%	97%	96%

## WELLBEING

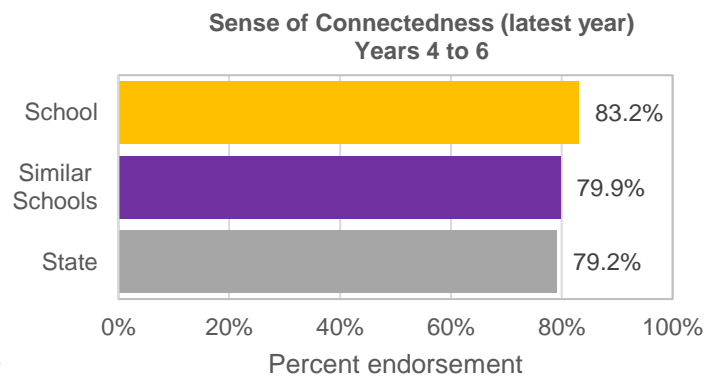
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	83.2%	80.6%
Similar Schools average:	79.9%	82.3%
State average:	79.2%	81.0%



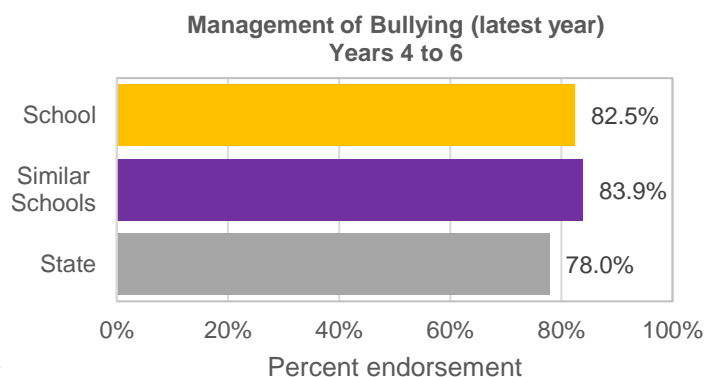
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	82.5%	84.4%
Similar Schools average:	83.9%	84.8%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$447,193
Government Provided DET Grants	\$141,624
Government Grants Commonwealth	\$1,800
Government Grants State	\$636
Revenue Other	\$16,770
Locally Raised Funds	\$18,995
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$627,018</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$447,193
Adjustments	NDA
Books & Publications	\$175
Camps/Excursions/Activities	\$10,586
Communication Costs	\$1,484
Consumables	\$11,601
Miscellaneous Expense <sup>3</sup>	\$11,002
Professional Development	\$839
Equipment/Maintenance/Hire	\$22,551
Property Services	\$34,473
Salaries & Allowances <sup>4</sup>	\$10,910
Support Services	\$3,227
Trading & Fundraising	\$4,711
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$4,559
<b>Total Operating Expenditure</b>	<b>\$563,311</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$63,707</b>
<b>Asset Acquisitions</b>	<b>\$14,661</b>

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$133,202
Official Account	\$1,726
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$134,928</b>

Financial Commitments	Actual
Operating Reserve	\$17,294
Other Recurrent Expenditure	\$9,517
Provision Accounts	NDA
Funds Received in Advance	\$4,689
School Based Programs	\$9,692
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$1,975
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$38,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$60,278
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$141,444</b>

*All funds received from the Department, 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.*