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At Census in 2017 we had 70 students. In 2017 school had 4.4 full time teaching staff, 0.2 Integration support staff and 0.8 clerical support staff. We have the services of an art specialist from the Mobile Art and Craft Van one and a half days a fortnight and a day per fortnight with the Mobile Area Resource Centre and its librarian. The school aims to provide optimal learning opportunities for every student across all curriculum areas, as outlined in the Victorian Curriculum. In 2017 our school was organized into four classes: P/1, 2/3, 3/4 and 5/6. We offered specialist Music, and Italian LOTE classes weekly. Our visits from the MARC and MACC vans to added to our range of specialists.  We participated in a range of district sporting events, including those organized by our own rural schools’ network. Early intervention programs were provided as required. Students are provided with access to learning technologies. In 2017 we purchased 10 laptop computers to add to our i-pads for students to use. Our current amount of laptop/ipads is 68. The school has interactive whiteboards in all classes. The school has low class sizes, which enables the provision of wide ranging practical learning experiences across all areas of the curriculum.  The school community works hard to maintain and develop the extensive school grounds. The memorial garden, numerous deciduous trees and vegetable garden provide a rich environment, supporting curriculum programs as well as fostering a safe learning place. The school has a well maintained playground area and a mud brick gazebo, which is used for Art and Music.  A major strength of our school is the commitment by the families to the school, through membership of School Council, assistance with classroom programs and helping with grounds maintenance. The school is a vital part of this community and maintaining this continues to be a strong focus for the school. | | | |  | | --- | | Framework for Improving Student Outcomes (FISO) | | | |  | | --- | | In 2017 we focused on building teacher capacity in Reading and Maths and we focussed on Building Practice Excellence.  We implemented Café across the school. Each teacher was provided with Café Teacher Reference text and became familiar with Café skills for 4 areas Comprehension, Accuracy, Fluency and Expanding Vocabulary. A consistent lesson structure was established across the school based on the CAFÉ Model and the Hume Reading Placemat. A whole school plan for introduction of the CAFÉ skills was established to ensure that all are being covered. Teacher capacity increased when conferencing with individuals using the pensive system of record keeping and by the end of 2017 this program was operating in all classes.  In Maths, teachers were involved in PLT’s around a consistent lesson structure. The Maths leader undertook training with a local Maths leader to plan PLT’s for other staff. The school adopted a school wide yearly outline for what will be taught when at each year level for delivery of Maths across the school and collaborative planning days occurred each term to look at data and plan content to be covered. | | | |  | | --- | | Achievement | | | |  | | --- | |  | | Progress of PSD students where a school has more than 10 students, e.g. ‘All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.’   |  | | --- | | Our 2017 Vic Curriculum judgements showed that a similar amount of students were placed at or above expected level compared to like schools in Maths but a lower amount of students were placed at or above expected level in English compared to like schools.  We had a higher percentage of students in the top 3 bands in NAPLAN for year 3 Reading and Numeracy compared to like school and similar amounts at the Year 5 level. We had very good relative growth from year 3-5 in all areas and had minimal low growth (9%-20%.) It is worth noting that there was minimal high growth from 3-5 in Writing so this will be a focus of the 2018 AIP.    As well as academic achievement, our school achieved on the sporting scene too with many students getting beyond local rounds of competition to regional competitions in Swimming, Athletics and Cross Country.  This was very satisfying for a small school.  There was 1 student funded under PSD and he achieved all of his individual learning plan goals | | |  | | | |  | | --- | | Engagement | | | |  | | --- | | Our scores in the Attitude to School Survey in 2017 were mixed. The scores for stimulating learning, motivation and sense of confidence were below the 50th percentile. The overall score for connectedness was slightly below the median for all Victorian schools.  Absence rates ranged from 91%-96%. This is similar to like schools. The highest attendance rate was in Year 3 and the lowest attendance rates were in Year 1 and 4. | | | |  | | --- | | Wellbeing | | | Bullying:   |  | | --- | | Overall the students appear to feel connected and happy at school. Staff do their best to be available to students and parents to ensure that any playground or class issues are dealt with in a fair and timely manner. This was evidenced by the schools ‘management of bullying’ score being higher than the median for Victorian schools.  The Play is The Way program was partially implemented over the year and will need further time dedicated to it in 2018.  Absence:  Student absences of more than two days are followed up by the Principal who contacts the parents to see that everything is ok or if support is required.  Transition:  Our Year 6 students yet again spread across several secondary schools and we do our best to ensure that our students have access to transition activities.  Our Foundation induction program continued to offer lots of opportunity for children to be familiar with the school by the time they commence. Our inter school transitions continue to work well to ensure that all students are comfortable with the changes each year and are familiar with their teacher and class mates prior to the start of the next school year. These programs are proving to be effective as in 2017 there was a positive response rate of 88% for transitions from the Attitudes to School Survey. The transitions factor in the 2017 Parent opinion survey also evidenced parent satisfaction with transitions. | | | |  | | --- | | For more detailed information regarding our school please visit our website at  http://www.osbornesflatps.vic.edu.au/ | | |  | | |  | | | |  | | --- | |  | | |

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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.  Members of the community can contact the school for an accessible version of these data tables if required. | | | | | | |  |  | |  |  |  |  |  |  |  |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | | **School Profile** | | | | | |  |  |  | | |  | | --- | | Enrolment Profile  A total of 70 students were enrolled at this school in 2017, 27 female and 43 male.  0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students. | | | | | |  |  |  | | |  | | --- | | Overall Socio-Economic Profile  Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | Parent Satisfaction Summary  Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | School Staff Survey  Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).  Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. | | | | |  | | --- | |  | |  | |  | | | |  |  | | | | | |

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Year 3 assessments are reported on a scale from Bands 1 - 6. | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | | |  | | --- | | NAPLAN Year 5  The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.  Year 5 assessments are reported on a scale from Bands 3 - 8. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  | | | | |  |  |  |  |  | |  |  |  |  | | |  |  |  |  |  | |  |  |  | | | |  |  |  |  |  | |  |  |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | |  |  |  |  |  |  |  |  | | | | | |  |

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Common reasons for non-attendance include illness and extended family holidays.  Absence from school can impact on students’ learning  **School Comparison**  A school comparison rating of ‘Higher’ indicates this school records ‘less’ absences than expected, given the background characteristics of students. A rating of ‘Lower’ indicates this school records ‘more’ absences than expected.  Average 2017 attendance rate by year level: | | |  | | --- | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Prep | | |  | | --- | | Yr1 | | |  | | --- | | Yr2 | | |  | | --- | | Yr3 | | |  | | --- | | Yr4 | | |  | | --- | | Yr5 | | |  | | --- | | Yr6 | | | |  | | --- | | 93 % | | |  | | --- | | 91 % | | |  | | --- | | 95 % | | |  | | --- | | 96 % | | |  | | --- | | 91 % | | |  | | --- | | 94 % | | |  | | --- | | 92 % | | | |  | | |  | | --- | |  | |  | |  | |  | |  | | |  | |  |  |  | | | | |  | |  |  |  |  |  | | | | | |  |

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The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | |  |  |  | | |  | | --- | | Students Attitudes to School -  Management of Bullying  Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | | | |  | | |

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**‘Similar’** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **‘Higher’** performance.  Some schools have **‘Lower’** performance than expected and receive targeted support to ensure that there is improvement. | | | | | | |  |  |  |  |  | |  |  |  | |  | | --- | |  | |  | |  |  |  |  |  | |  |  | |  | | --- | | More information on School Comparison performance  measures can be found at:  [http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)  [Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) | | | | |  |  |  |  |  | |  | |  | | --- | | **What does ‘*Data not available’* mean?**  Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.  New schools have only the latest year of data and no comparative data from previous years.  The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate. | | | | | |  |  |  |  |  | |  | |  | | --- | | **What is the *Victorian Curriculum*?**  The Victorian Curriculum F–10 sets out what every student should learn during their first 11 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 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.  ‘Levels A to D’ 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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **What does the *About Our School* section refer to?**  The About Our School page provides a brief background on the school, an outline of the school’s performance over the year and plans for the future.    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. | | | | | |  | |  |  |  |  |  |  | | |  | | --- | | **What does the *Performance Summary* section of this report refer to?**  The Performance Summary reports on data in three key areas:  **Achievement**  - student achievements in:  - English and Mathematics for National Literacy and  Numeracy tests (NAPLAN)  - English and Mathematics for teacher judgements  against the curriculum  - all subjects for Victorian Certificate of Education (VCE)  examinations (secondary schools)  **Engagement**  - student attendance and engagement at school  - how many students leaving school go on to further  studies or full-time work (secondary, P-12 and  specialist schools)  **Wellbeing**  - Attitudes to School Survey (ATOSS)  - Sense of connectedness  - Management of Bullying  Results are displayed for the latest year, as well as the average  of the last four years (where available). | | | | | |  | |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  | |  | |  | | --- | | **What does *School Comparison* referto?**  TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.  The comparison measure takes into account the school’s academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | | | | |  |

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week over two terms. This was the main component of the overall annual net operating surplus of $29,273. As a small school we operate on a very tight cash and credit budget and our financial position was monitored closely by the school council and its finance sub-committee on a regular basis. We continued to ensure that the operating reserve of $10,000 was maintained at all times as a buffer for any unforeseen/emergency spending. We received a grant under the Sporting Schools program to expose our students to different sports and also received a State government multicultural grant which allowed us to engage a group of performers which supported our Italian LOTE curriculum. Locally raised funds, which are mainly parent levies and fundraising, are an important part of our financial planning. Our collection rate of parent levies was close to 100%. The very successful fundraising activities allowed us to provide many extra- curricular activities, subsidise camps, purchase essential resources for the classroom and maintain and improve our grounds. CRT costs and cleaning continued to be a major expenditure, both of which are monitored closely. | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | Financial Performance - Operating Statement  Summary for the year ending 31 December, 2017 | | | | | | | | | | | | | |  |  |  | |  | | --- | | Financial Position as at 31 December, 2017 | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Revenue** | | | | | | | | | | | |  | | --- | | **Actual** | | | | | | |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $26,515 | | Official Account | $6,314 | | **Total Funds Available** | **$32,829** | | |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | |  | | --- | | $587,315 | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $85,258 | | Government Grants Commonwealth | $2,500 | | Government Grants State | $600 | | Revenue Other | $4,328 | | Locally Raised Funds | $55,969 | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | |  |  |  | |  | | --- | | **$735,969** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | | |  | | --- | |  | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $5,000 | | | | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$5,000** | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $10,000 | | Maintenance - Buildings/Grounds incl SMS<12 months | $1,639 | | Revenue Receipted in Advance | $2,830 | | School Based Programs | $1,834 | | Other recurrent expenditure | $7,526 | | Capital - Buildings/Grounds incl SMS>12 months | $9,000 | | **Total Financial Commitments** | **$32,829** | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | |  |  |  | |  | | --- | | $562,053 | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $133 | | Communication Costs | $2,143 | | Consumables | $12,897 | | Miscellaneous Expense³ | $38,721 | | Professional Development | $4,382 | | Property and Equipment Services | $39,716 | | Salaries & Allowances⁴ | $34,215 | | Trading & Fundraising | $7,324 | | Travel & Subsistence | $411 | | Utilities | $4,702 | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | |  | |  | | --- | | **$706,696** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | |  | |  | | --- | | **$29,273** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **$0** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (1) The Equity funding reported above is a subset of overall revenue reported by the school  (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation  process.  (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.  (4) Salaries and Allowances refers to school-level payroll. | | | | | | | | | | | | | | | | | | | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | |  | | --- | | *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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | |  |