

# 2017 Annual Report to the School Community



School Name: Osborne Primary School

School Number: 2655



- 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 Regulation 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 2017 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 24 April 2018 at 06:03 PM by Pamela Anderson (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 30 April 2018 at 01:47 PM by Scott Cameron (School Council President)



## About Our School

### School Context

Osborne Primary School (OPS) is located in Mount Martha, around 50 kilometres south of Melbourne on the Mornington Peninsula. Although initially established in 1873 to serve the needs of a largely rural population, the school is now close to a rapidly growing urban area to the east of Mornington. The school's student enrolment has fluctuated from high 500s to low 600s in the past few years and in 2017 enrolment averaged 638 students. OPS has a varied socio demographic composition with the overall socio-economic profile being in the middle range. The student population is drawn from both rural and suburban housing areas. The school makes excellent use of its location near to Port Philip Bay and to sensitive wetland and bushland areas nearby.

The vision for OPS is to provide a collaborative and vibrant learning community that fosters the development of literacy and numeracy skills and challenges students to become creative thinkers, independent learners and globally responsible citizens. The values of respect, confidence, co-operation, responsibility and resilience guide us in providing a happy, caring and stimulating environment where children will recognise and achieve their fullest potential. The development of skills and knowledge for our students to become life-long learners and well-adjusted citizens of the future is a primary focus. The "Play is the Way" program is implemented school wide to enhance our school values and empower our students to pursue their personal best and develop respectful relationships.

OPS has developed a culture, which highly values the partnership between the school and home. As reflected in the Parent Opinion Survey, parents and carers feel a strong connection to the school and exhibit a high level of parent participation in school programs. The Compass electronic communication system used at Osborne ensures a robust two way communication system for our families and staff. Our enthusiastic "Friends of Osborne" group actively engage students, staff, parents and community in a range of social and fund raising activities. A dedicated School Council supports the Principal in guiding the direction of the school.

The Victorian Curriculum underpins teaching programs, which offer stimulating learning across a broad range of areas. Teaching to cater for students' individual needs is delivered through programs such as "Point of Need" teaching in Mathematics and "Reading for Meaning" reading comprehension programs. A combination of both explicit teaching methods and inquiry learning are used throughout the school. The overall student performance in reading and numeracy is on a positive improvement trajectory with teacher judgement scores placing a high percentage of our students well above the state median.

The staffing profile at the school is well balanced with a mix of experienced staff and early career stage staff. The staff comprises 3 Principal Class Officers, 29 full time and 10 part time teachers, 2 full time Education Support Staff and 12 part time Education Support staff and 6 Outside School Hours Care Program staff. Our staff work collaboratively in providing a viable curriculum and a strong collective focus on student learning. A positive school climate is reflected in our school staff survey with a higher overall mean score for OPS in comparison to all primary schools.

OPS optimizes the use of the range of school facilities. Highlights are the 'BER' building for Years 5 and 6, the purpose built kitchen, the gymnasium, the Performing Arts centre and the kitchen garden areas of the school. We maintain our buildings and facilities well with a special project being completed each year. This year the refurbishment of the gymnasium and further upgrades of our grounds and outdoor facilities have further enhanced the school. OPS makes best use of the ample range of facilities to deliver a comprehensive curriculum and engaging educational opportunities for all students.

### Framework for Improving Student Outcomes (FISO)

The FISO Improvement Priority selected for Osborne Primary School's 2017 Annual Implementation Plan was "Excellence in Teaching and Learning". Two initiatives were developed from this priority – Building Practice Excellence and Curriculum Planning and Assessment. Establishing a consistent approach to planning and delivering effective Mathematics and English programs was paramount.

The timetable was structured to facilitate 100 minutes of collaborative planning time each week for Year level teams Foundation to Year 6. Through this approach, a culture of teachers supporting one another in providing for a range of student needs was embedded. The curriculum area of Mathematics was the focus for team planning for 2017. An Osborne planning template and instructional model for mathematics was created by staff and adopted across all year levels. The three members of the Principal team were aligned with teams, attending weekly planning meetings to support teachers in their planning and data discussions. The educational models for mathematics paved the way for the development of similar models for English. Teachers' use of Learning Intentions and Success Criteria for all mathematics lessons was established and this was extended to English as the year progressed.

A comprehensive school wide assessment schedule allowed for the ongoing use of data to assess, monitor and improve opportunities and programs to measure and audit student learning across the school.



## Achievement

Osborne Primary School's student achievement data for the 2017 reflects strong growth particularly in the areas of Numeracy and Reading. Differentiated curriculum delivered through "Point of Need" teaching in mathematics has ensured students' learning is targeted and effective. The students take an active role in their learning through goal setting and self-reflection. NAPLAN numeracy results were pleasing, showing a significant increase of students at Year 5 performing in the top two bands with 88% of the students achieving high or medium gains in numeracy over a two year period.

During 2017 a consistent approach to the teaching of reading comprehension continued to be delivered through the school based "Reading for Meaning" program. The focus was to provide engaging activities in reading comprehension covering the 12 main comprehension skills sequentially taught throughout the school. Additional resources to engage students in reading and to foster a love of literature were acquired. NAPLAN reading results identified that 80% of our students made high or medium gains in reading over a two year period. The results were testament to the successful strategies employed, for example:- small group reading sessions, literacy intervention through reading recovery, literacy support programs and differentiated learning through the "Reading for Meaning" reading comprehension program.

The VCOP (Vocabulary, Connectives, Openers, Punctuation) framework has continued to underpin the writing program at OPS. Professional development in the teaching of writing and spelling has further enhanced teachers' knowledge and skills of the writing process. Whole school writing moderation workshops were successfully conducted for staff during 2017. Teachers used the Osborne writing guide together with worked samples to assess students' writing and then develop teaching and learning programs to meet all students' individual learning needs. Specific skills in writing targeted for improvement across the school were paragraphing, punctuation and spelling. After thorough investigation by the English team, a whole school spelling program was decided upon for implementation the following year. Our students are making sound gains in their writing standards. Writing is an area for future focus and continued improvement.

At OPS we believe that embedding a consistent structure and pedagogy for the teaching of mathematics and English across the school is paramount to the successful learning of our students. We work towards creating a culture of shared responsibility between teachers and students for excellence in teaching and learning.

## Engagement

At Osborne Primary School our teaching programs have aimed to enhance the level of stimulation, motivation and challenge in student learning. As reflected in our Student Attitudes to School Survey our students feel motivated and confident in their approach to school. Emphasis is placed on encouraging and acknowledging student effort and developing a culture of high expectations for success. Students are able to participate in a broad range of learning experiences and extra curricula activities at OPS.

During 2017 a focus on the Inquiry process engaged students in investigations in the curriculum areas of science, history, geography and the arts. Teachers worked on developing the following "through lines" for inquiry - *Diversity, Creating, Understanding* and *Sustainability*. These four major concepts form the basis of a sequential Inquiry learning program throughout the school.

Both classroom and specialist programs provide extensive opportunity for creativity and divergent thinking. The Specialist programs cover the following curriculum areas - The Arts: Visual and Performing, Physical Education and Health, Science and Languages - Indonesian. We cater for every child's interest level and extend students to take on new challenges. We believe that tapping into each child's individual creativity is paramount.

The range of extra curricula opportunities provide avenues for each child to develop their talents, leadership and personal and social skills. Activities such as school band, choir, music camp, coding club, drawing club and The Stephanie Alexander Kitchen Garden program positively engage our students and community in school life.

Teachers have developed a range of strategies to empower students to be active in their learning journey. Students are encouraged to take an active role in decision making both within the classroom and across all aspects of school life. Students are becoming proficient in setting goals and self-assessing their knowledge, understanding and effort. Providing authentic feedback via teacher to student, student to student as well as student to teacher is essential in establishing a culture of growth and improvement.

A well-structured transition program makes for seamless transition between all areas of the school. The transition program provides a school wide approach in Term 4 for students to transition to the next year level. We provide an extensive Foundation transition program and work with our local secondary colleges to provide a range of transition activities for Year 4 to 6 students in preparation for secondary school.



## Wellbeing

The wellbeing of our students is underpinned by an ethos at Osborne Primary School that promotes consideration, tolerance and empathy towards others. Our school values of Respect, Confidence, Co-operation, Responsibility and Resilience are promoted through assemblies, values awards and school programs. We have successfully employed strategies to teach social skills and enhance students' personal development through the "Play is the Way" program. Student understandings of the "Life Rafts" associated with the program are consistently taught through group games and team work. At every opportunity, the students are encouraged to take responsibility for themselves and the decisions they make. We are also utilising resources through the "KidsMatter" Australian Primary Schools Mental Health Initiative and link with other schools in a network to share ideas and offer support.

A staff member in the role of Wellbeing Officer has provided additional support for students' social and emotional development. A range of lunchtime activities such as drama club, organised games and quiet activities assist children in being part of a team and getting along with others.

We hold the development of partnerships between parents and teachers in high regard. Sound communication between school and home is paramount to enhance the value of learning and result in the best outcomes for our students. We use both electronic communication and face to face time to develop relationships and involve parents in their child's education.

For more detailed information regarding our school please visit our website at  
[www.osborneps.vic.edu.au](http://www.osborneps.vic.edu.au)



## Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 638 students were enrolled at this school in 2017, 309 female and 329 male.</p> <p>1 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>51%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>12%</td> <td>60%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>49%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>55%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>59%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	51%	30%	Numeracy	12%	60%	27%	Writing	27%	49%	23%	Spelling	18%	55%	27%	Grammar and Punctuation	18%	59%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> 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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="550 907 1037 1008"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	93 %	91 %	93 %	92 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	93 %	91 %	93 %	92 %	92 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	

# How to read the Annual Report

## 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)

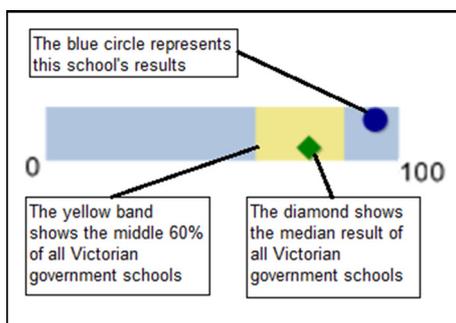
### Engagement

- 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).

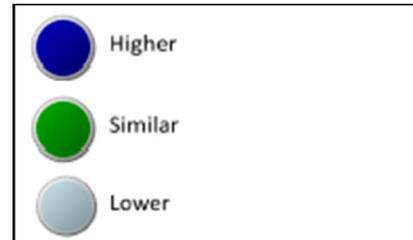


## What does *School Comparison* refer to?

The School 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.

The School Comparison shows that most schools are achieving results that are '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/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').

## Financial Performance and Position

### Financial performance and position commentary

All curriculum programs were resourced appropriately ensuring that spending was targeted and prioritized according to our strategic plan. All grounds and buildings were maintained to ensure a safe and attractive learning environment. Facility projects included the completion of the levelling and reseeding of the school oval, the establishment of *The Balance Garden*, and the installation of an electronic external sign to advise the community of up-coming events. School Council was informed of the school's financial position by regular provision of reports, and were diligent in their duties of endorsing all expenditure. The school operated Outside School Hours Care Program was well attended and formed a significant part of the school's revenue and expenditure. A School Pride Grant funded the refurbishment of the school gymnasium. New fundraising activities included the Family Bush Dance and the Cultural Expo, which were both successfully implemented.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,408,242	High Yield Investment Account	\$555,803
Government Provided DET Grants	\$741,106	Official Account	\$17,053
Government Grants Commonwealth	\$154,794	Other Accounts	\$197,579
Revenue Other	\$21,195	<b>Total Funds Available</b>	<b>\$770,435</b>
Locally Raised Funds	\$663,080		
<b>Total Operating Revenue</b>	<b>\$5,988,417</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$107,815		
<b>Equity Total</b>	<b>\$107,815</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,358,427	Operating Reserve	\$30,000
Books & Publications	\$5,408	Asset/Equipment Replacement < 12 months	\$212,000
Communication Costs	\$5,892	Maintenance - Buildings/Grounds incl SMS<12 months	\$160,198
Consumables	\$159,364	Revenue Received in Advance	\$192,207
Miscellaneous Expense <sup>3</sup>	\$246,650	School Based Programs	\$6,792
Professional Development	\$15,167	Provision Accounts	\$138,361
Property and Equipment Services	\$457,674	Other recurrent expenditure	\$30,877
Salaries & Allowances <sup>4</sup>	\$341,575	<b>Total Financial Commitments</b>	<b>\$770,435</b>
Trading & Fundraising	\$51,522		
Utilities	\$51,261		
<b>Total Operating Expenditure</b>	<b>\$5,692,940</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$295,477</b>		
<b>Asset Acquisitions</b>	<b>\$98,646</b>		

(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.*