

School Strategic Plan 2025-2029

Osbornes Flat Primary School (1463)



Submitted for review by Kade Livermore (School Principal) on 20 January, 2026 at 11:14 AM
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Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

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School vision	Our Vision: A nurturing and creative small school where every child is known, valued and inspired to learn, with curiosity, integrity and a strong sense of belonging to a broader community. Our Mission: Foster creativity in a calm, nurturing environment.
School values	We demonstrate RESPECT We honour people and place - listening first, speaking kindly and caring for ourselves, each other and the environment every day. We act with empathy - recognise every voice, celebrate differences and treat others as we hope to be treated. We lead with a sense of BELONGING Growing as one - welcoming each person's story and supporting each other. Known by name, valuing oneself- every child and adult feels safe to learn, grow and contribute. One community, many stories - we celebrate individual backgrounds while standing together as a supportive team. We grow with CURIOSITY Learning through wonder- we spark questions, chase ideas and keep exploring to understand the world around us. We are courageous to inquire - embrace challenges, experiment boldly and see mistakes as opportunities to grow. We act with INTEGRITY Doing what's right – we act honestly, take responsibility for our choices, and stay true to our values, even when it's hard. Character in action – we lead by example, treat others with fairness, and follow through on our commitments with courage and care. We live MATESHIP Standing together – we support each other, show kindness, and step up when someone needs a hand. Friendship in action – we listen, cooperate, and face challenges side by side, building trust and strong, respectful relationships every day.

Context challenges

Osbornes Flat Primary (established in 1874) is a small rural school of 30 students, across three classrooms, set in the beautiful Yackandandah valley, about 20 minutes from Wodonga. We provide all students from Yackandandah, Osbornes Flat, Allans Flat and beyond with an inspirational and responsive educational program to promote thinking and encourage curiosity. We nurture the individual talents and needs of our students, embedding high expectations, quality opportunities and caring personalised attention, in order for our children to reach their full academic and social potential. We pride ourselves on the rapports we build with our students and their families, bringing a great sense of proactiveness, care, compassion and understanding to the learning partnership. The business of learning at OFPS is a partnership, between parents, the child and our school, all working together for the greatest and most positive outcomes of our students.

At Osbornes Flat Primary School, we value respect, belonging, curiosity, integrity and mateship. Instilling these values into our students, staff and community is the work of everyone in our partnership. These values underpin our safe and caring school community.

We provide a welcoming atmosphere characterised by well-managed systems and processes focused on student achievement and wellbeing. Small class sizes allow us to focus on the explicit instruction of literacy and numeracy as well as developing diverse skills through the exploration of rich tasks across F-6. We are a Science of Learning school and place vital importance on staff understanding and putting into practice, the development of a child's brain when learning.

Our curriculum program includes Art and Library (fortnightly) and weekly sessions of Auslan, Discovery, Sport and P.E, as well as Performing Arts and STEM sessions.

At Osbornes Flat Primary, we constantly strive for students to become Emotionally Intelligent beings, explicitly teaching aspects of wellbeing and great mental health practices.

A wide range of ICT equipment is utilised to support our students in their learning by embedding the equipment into our learning programs to compliment the teaching of all curriculum areas. The strong teaching capacity of our staff enables us to provide excellent teaching and learning experiences across the Victorian Curriculum 2.0.

Through environmentally conscious programs our school is reducing its environmental impact by collection of rainwater for all water usage; use of solar panels for electricity production and a strong commitment to the values of reduce, reuse and recycle.

Our school is part of the Osbornes Flat – Wooragee – Middle Indigo Cluster and the wider Wodonga – Indigo Network. As part of this, our students join together throughout the year for excursions, camps, sports and cultural experiences to further enhance learning.

The School Review Panel in 2025 recommends the following key directions for the next School Strategic Plan:

- Improving student learning outcomes - with a focus on building staff capacity to use evidence to inform their instructional practice
- A continued focus on wellbeing, engagement and attendance outcomes

	- Instructional Models to be reviewed against the VTLM 2.0 to identify elements of teaching and learning within our models, whilst building strong teacher pedagogy around these - A continued focus on embedding the MultiLit Program, our chosen phonics program, inline with the Victorian State focus for the teaching of Reading in F-2.
Intent, rationale and focus	The first key intent of the school is improving student learning outcomes. This is because an analysis of teacher judgement data and survey feedback highlighted the necessity of continuing to prioritise student learning outcomes in the next strategic plan, with a particular focus on increasing staff capacity to use evidence to inform their instructional practice. The second key intent of the school is improving wellbeing outcomes. This is because an analysis of key wellbeing data sets and discussions with key stakeholders informed the review panel's opinion that a continued focus on wellbeing outcomes should be a priority for the next strategic plan. The panel identified wellbeing, engagement and attendance as the key areas through which the school should measure its progress. Given the School Review Report, OFPS will prioritise the following areas of work: 1. Consistency with the use of instructional practices and curriculum documentation 2. Improving staff capacity in the use of tiered wellbeing supports 3. Embedding a whole school approach to improving attendance

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Goal 1	Improve student learning outcomes
Target 1.1	By 2029, increase the percentage of students achieving at or above expected growth against the Victorian Curriculum according to teacher judgements in: • Reading and Viewing from 71% (2025) to 80% • Mathematics 2.0 from 65% (2025) to 75%.
Target 1.2	By 2029, increase the multi-year average percentage of students achieving NAPLAN Exceeding or Strong proficiency levels in: • Year 3 Reading from 82% (% of total cohort, 2023 - 2025) to 90% (% of total cohort, 2026-2029) • Year 5 Reading from 62% (% of total cohort, 2023 - 2025) to 75% (% of total cohort, 2026-2029) • Year 3 Numeracy from 64% (% of total cohort, 2023 - 2025) to 75% (% of total cohort, 2026-2029) • Year 5 Numeracy from 73% (% of total cohort, 2023 - 2025) to 85% (% of total cohort, 2026-2029).
Target 1.3	*By 2029, increase the percentage of students achieving high and medium growth in Reading and Numeracy from 50% (2025) to 75%.
Target 1.4	By 2029, increase the percentage of positive endorsement to the School Staff Survey (SSS) for factors: • Guaranteed and viable curriculum from 45% (2025) to 85% • Academic emphasis from 50% (2025) to 75%

	• Collective efficacy from 74% (2025) to 85% • Instructional leadership from 67% (2025) to 80%.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop, document, and embed an agreed instructional approach in literacy and numeracy aligned to the VTLM 2.0.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop, document and embed a common approach to curriculum planning and documentation.

Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 2	Improve wellbeing outcomes
Target 2.1	By 2029, increase the percentage of positive endorsement to the School Staff Survey (SSS) for the factor of Shielding and buffering from 34% (2025) to 80%.
Target 2.2	By 2029, maintain or increase the percentage of positive endorsement to the Attitude to School Survey (AtoSS) for factors: • Managing bullying maintained at 100% (2025) • School connectedness maintained at 100% (2025) • Stimulated learning from 67% (2025) to 80% • Voice and agency from 75% (2025) to 80% • Emotional awareness and regulation from 73% (2025) to 80%.
Target 2.3	By 2029, increase the average rate of attendance per student per year from 82% (2024) to 90%.

Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embed multi-tiered systems of support that enhance student wellbeing, engagement, inclusion and attendance.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build the capability of school staff to create and maintain a safe and orderly learning environment.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Key Improvement Strategy 2.b

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion