



OSEBO SUITE · SCHOOL OPERATIONS GUIDE

The Osebo Education & School Operations Book

A plain-language, step-by-step guide to running a school on Osebo – from the campuses, the year and the class ladder, through the children, the timetable, the register and the syllabus, to the marks that become a report card, the fees the families owe, and the welfare record that sits behind all of it.

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- Part 2** The children, and the adults behind them
- Part 3** Who teaches what, and when
- Part 4** The syllabus, and the lesson
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- Part 7** Fees
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- Part 9** Reading the school

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How to use this book

This guide walks you through the Osebo Education & School Operations Suite – the school operating system for a basic or secondary school: the children on roll, who teaches them what, the register taken each morning, the marks that become a report card, the fees the families owe, and the welfare record that sits behind all of it.

Work through Part 1 once, in order, before anybody else signs in. It is the part that decides what your school IS – its campuses, its year, its terms, its class ladder and its subjects – and every screen after it is a consequence of those answers. After that you will live in Parts 5 and 6, which are the week and the term, and come back to Part 9 when the head teacher asks how the school is doing.

Every figure in this book comes from one real workspace – Osebo Academy Trust, a two-campus school running 14 classes from Kindergarten through Junior High, with 191 children on its books and 288 adults behind them. Where this book quotes a number, that number is on the screen beside it.

The big picture – three moves

Whatever your school does on paper today, this suite does three things, and the menu is organised around them:

- **Say what the school is, and who is in it.** Campuses, an academic year and its terms, a ladder of class levels, the classes that sit on it, your subjects, and then the children and the adults behind them. Parts 1 and 2. Take these slowly – a class opened in the wrong year is a register nobody can take.
- **Run the week.** Who teaches what, when and where; the syllabus they are working through; the register taken each morning; the marks entered as the term goes on. Parts 3 to 6 – the work that repeats.
- **Account for it.** The fees charged and collected, the welfare record, and the screens a head teacher reads when somebody asks how the school is doing. Parts 7 to 9.

The one idea to hold on to: the allocation is the hinge

One row holds this whole suite together, and it is not the child. It is the **allocation** – this subject, in this class, taught by this person, for this many periods a week.

That single row is what the timetable is built from, what a mark is entered against, what a teacher's workload is counted from, and what decides which screens a teacher can see when they sign in. Osebo Academy Trust has **127 allocations across 21 teaching staff**. A subject sitting on a class with nobody allocated to it is a lesson nobody is answerable for, which is why the class page shows that as a gap rather than leaving the column blank.

♦ GOOD TO KNOW

If you remember one thing from this book, remember that most questions that start "why can't this teacher..." end at the allocation. They are not in the class; or they are in the class but not for that subject.

The one idea for the term: the term is the unit, not the year

Fees are billed per term. Report cards are produced per term. "This term's attendance" is the figure a head teacher is actually asked for. The academic year is the container; the **term** is where the work and the money live. Osebo Academy Trust runs three – First, Second and Third – inside the 2025/2026 year.

What you actually pay for

This is the commercial idea, and it is worth understanding before you invite anybody.

The Education & School Operations Suite is charged for the workspace, not per teacher: your staff are employees of the school like anybody else's, and adding a form tutor does not add a line to your bill. For the current figure, see the suite's page on the Osebo website.

The suite carries **30 core modules** – the register, admissions, the timetable, assessment, report cards, fees, safeguarding and the rest – and **eight add-on packs** for the parts of school life not every school runs:

- **Boarding & Hostel Operations** – dormitories, beds, roll calls, exeats and visitors.
- **School Transport Operations** – routes, stops, riders and the morning manifest.
- **Canteen & Meal Operations** – meal plans, entitlements and the serving counter.
- **Library Management** – the catalogue, loans, reservations and fines.
- **School Clinic & Health** – visits, medicines held, and who administered them.
- **Events, Clubs & Excursions** – clubs, membership, trips and consent.
- **External Exams & Results** – candidate registration and the results that come back.
- **Student Risk & Intervention Intelligence** – the signals that say which child is drifting, before the term ends.

▲ WATCH OUT

A day school does not need boarding, and a primary school may not need external exams. Take the packs you run. A pack you have not taken simply is not in your menu – it is not a locked screen you keep meeting.

Who can do what – and the trap

The suite ships sixteen roles, and they are written to match the jobs a school actually has: School Administrator, Head Teacher, Class Teacher, Subject Teacher, Form Tutor, Registrar, Bursar, Accounts Clerk, Admissions Officer, Exams Officer, Safeguarding Lead, School Nurse, Librarian, Boarding Master, Transport Officer and Catering Manager.

Two of them carry a **row scope** rather than a permission: a Class Teacher and a Subject Teacher see the lesson plans, the week on the grid and the syllabus **for what they are allocated to teach**, not for the whole school. That scope reads the allocation row – the hinge again.

▲ WATCH OUT

The trap is the opposite of the usual one. A teacher who says "I can see the screen but there is nothing on it" is usually allocated to nothing. Check the class page before you check the role.

★ IMPORTANT

Safeguarding is the one place where seeing the screen and reading the file are different things. A Safeguarding Lead opens a case; a Form Tutor is told there is one and sees no detail. That is deliberate and it is audited – the suite records who read a restricted record, not just who may.

How to read a figure in this book

Each figure is a real screen from Osebo Academy Trust, captured as this book was written. Where the prose quotes a number – 191 children, 3,600 register marks, GHS 710,860.00 charged – you can find that number on the figure beside it.

✓ TIP

A figure's window is part of the figure. A dashboard counting "this term" and a report counting "this year" will disagree, and both are right. Read the heading before you read the number.

What this suite does not do

It is worth being plain about the edges, because knowing them saves a month of looking:

- **It does not teach.** There is no virtual classroom, no video lesson and no content library. It records what was taught, by whom, against which part of the syllabus.
- **It does not replace your accounting.** Fees are billed, received and chased here, and they post into Osebo Accounting where the school runs it. The ledger lives there.

- **It does not mark for you.** Marks are entered by the person who marked the work. What the suite does is turn them into a grade using YOUR grading scheme, and refuse to move the number afterwards.
- **It does not decide your grading.** A school grading 60 as a credit and a school grading it as a pass are both correct. The bands are yours.

Part 1 – The school itself

Everything else sits on these seven screens. Do them in this order; each one is chosen from a list the previous one filled.

Step 1. Set up the campuses

A campus is a place the school actually runs from. Osebo Academy Trust has two: Ridge Main Campus and Adenta Junior Annex. Even a single-site school has one, because a class, a room and a child are each placed on a campus, and reports are read by campus.

Do this now

1. Open Academics → Campuses and press New campus.
2. Give it a name, a short code and the campus head.
3. Set the placement status. A campus that is Open is offered everywhere a campus can be chosen; a dormant one keeps its history and stops being offered.
4. Repeat for each site. You can add one later without disturbing anything.

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EDUCATION · ACADEMIC STRUCTURE

Campuses

Osebo Academy Trust · every site the school teaches from. A campus is a dimension on the record, not a second tenant — one student register, one fee ledger, one staff list, and still an answer to "how many are absent at the junior campus this morning".

2 on the register | 2 open for placement | 0 dormant | 180 students on roll

[+ New campus](#)

2
CAMPUSES
A single-site school keeps one and never sees the field again.

2
OPEN
Offered wherever a campus can be chosen — classes, rooms, students.

0
DORMANT
Still carrying their history; simply no longer in the pickers.

180
STUDENTS ON ROLL
Across every site, counted once.

FIND A CAMPUS

SEARCH: Name, code or city... | TYPE: Every type | PLACEMENT: Open and dormant

[Apply](#) [Reset](#)

Campus register (2)

[+ New campus](#)

CAMPUS	TYPE	WHERE	HEAD	ROOMS	CLASSES	STUDENTS	STATUS	ACTIONS
Adenta Junior Annex ADT	Annex	Adenta, Greater Accra	AO Akosua Owusu	3	2	24	Open	Open Edit
Ridge Main Campus RDG	Main campus	Accra, Greater Accra	KB Kwame Boateng	17	12	167	Open	Open Edit

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Figure 1 – Campuses. Osebo Academy Trust runs two – Ridge Main Campus and Adenta Junior Annex. A class, a room and a child are each placed on one, and a reader restricted to a campus sees that campus's figures, not the school's.

♦ GOOD TO KNOW

Campus is also a privacy boundary. A reader restricted to one campus sees that campus's children, and the figures on their dashboard are scoped too – a count that ignored the boundary would leak the size of the other site even when the list beneath it was clean.

Step 2. Open the academic year and its terms

The year is the container. The terms inside it are where the work and the money live – fees are billed per term and report cards are produced per term.

Do this now

1. Open Academics → Years & Terms and press New year. Give it a name and its first and last day.
2. Mark it current. Screens default their year filter to the current year, so a registrar opening a register sees this year rather than an empty list they have to configure their way out of.
3. Add each term with its own dates and sequence. Osebo Academy Trust runs three: First, Second and Third.
4. Mark the term the school is actually in as current.

Academic years
Osebo Academy Trust · the container enrolment and promotion hang off. The terms inside a year are what fees and report cards attach to – a school bills three times and promotes once, so the two are kept apart.

1 on record | Current year: 2025/2026 Academic Year | 1 running | 0 in planning

+ New year | All terms

2025/2026 Academic Year
CURRENT YEAR
Every screen defaulting to "this year" follows it.

1
RUNNING
Open for enrolment, registers and marks.

0
IN PLANNING
Being built – classes and terms described before anybody is enrolled.

1
YEARS ON RECORD
Closed years are kept so one year can be read against the last.

FIND A YEAR

SEARCH: Search year, e.g. 2025/2026 | STATUS: Every status

Apply | Reset

Academic years (1) | + New year

YEAR	RUNS	TERMS	CLASSES	ENROLMENTS	STATUS	ACTIONS
2025/2026 Academic Year ● Current year	12 Jan 2026 – 18 Dec 2026	3	14	180	Active	Open Edit

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Figure 2 – The academic year and the three terms inside it. The year is the container; the term is where the fees are billed and the report cards are produced.

▲ **WATCH OUT**

Add the terms before anybody bills a fee or enters a mark. Both attach to a term, and a term added halfway through is a term with no history in it.

Step 3. Build the class ladder

A **class level** is the rung – Basic 5, JHS 2. A **class** is the actual group of children on that rung, and a school usually runs more than one per level. Osebo Academy Trust has 11 levels and 14 classes, so you will see Basic 1 Gold beside Basic 1 Jade.

Do this now

1. Open Academics → Class Levels and add each rung in sequence, lowest first.
2. Open Academics → Classes and press Open a class.
3. Name it, choose its level, its academic year and its campus, and name the class teacher.
4. Repeat for each group. A class belongs to ONE academic year – next year's Basic 5 Gold is a new row, which is what keeps this year's register meaning what it meant.

Figure 3 – The classes – 14 of them on 11 levels, so Basic 1 Gold sits beside Basic 1 Jade. A class belongs to one academic year, which is what keeps last year's register meaning what it meant.

A class is opened per academic year on purpose. It is why you can still read last year's register, last year's marks and last year's report cards after the children have moved up.

Step 4. Name the subjects, the houses and the rooms

Subjects are what is taught and examined – Osebo Academy Trust runs 12. Houses are what children are sorted into for sport and pastoral care; this school has four. Rooms are what the timetable allocates lessons against, and there are 20.

Do this now

- 1.** Open Academics → Subjects and add each one with its code and whether it is examinable.
- 2.** Open Academics → Houses and add yours, with the member of staff who runs each.
- 3.** Open Academics → Rooms and add each teaching space, its campus, its type and its capacity.

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EDUCATION · ACADEMIC STRUCTURE

Subjects

Osebo Academy Trust · the catalogue of what the school teaches. A subject becomes real teaching when it is allocated to a class with a teacher and a period count — which is why renaming one here renames it everywhere at once.

12 in the catalogue

9 core

11 examinable

2 need a special room

+ New subject

Import from spreadsheet

12

SUBJECTS

One catalogue entry covers every class that takes it.

9

CORE

Compulsory wherever they are allocated.

11

EXAMINABLE

Carry marks and appear on the report card.

2

NEED A SPECIAL ROOM

The timetable will not put these in an ordinary classroom.

FIND A SUBJECT

SEARCH

CATEGORY

Every category

EXAMINABLE

Examinable and not

Apply

Reset

Subject catalogue 12

+ New subject

SUBJECT	CATEGORY	STAGE	PERIODS / WEEK	ROOM NEEDED	EXAMINABLE	CLASSES	ACTIONS
Career Technology CTE	Vocational	Junior high	3	—	✓ Yes	3	Open Edit
Computing ICT	Core	Any	2	ICT room	✓ Yes	12	Open Edit
Creative Arts & Design CAT	Core	Any	3	—	✓ Yes	11	Open Edit
English Language ENG	Core	Any	5	—	✓ Yes	14	Open Edit
French FRE	Elective	Any	2	—	✓ Yes	7	Open Edit
Ghanaian Language (Twi) TWI	Core	Any	3	—	✓ Yes	12	Open Edit
Integrated Science SCI	Core	Any	4	—	✓ Yes	12	Open Edit
Mathematics MTH	Core	Any	5	—	✓ Yes	14	Open Edit
Our World Our People OWO	Core	Primary	3	—	✓ Yes	11	Open Edit
Physical Education PED	Co-curricular	Any	2	Sports facility	No	14	Open Edit
Religious & Moral Education RME	Core	Any	2	—	✓ Yes	14	Open Edit
Social Studies SOC	Core	Junior high	3	—	✓ Yes	3	Open Edit

Figure 4 – The 12 subjects the school teaches, each with its code and whether it is examinable.

✓ TIP

Give a room its TYPE honestly. A subject that needs a laboratory is refused any room that is not one, and that refusal is the thing that stops a practical being timetabled into a classroom.

13

Part 2 – The children, and the adults behind them

Step 5. Take in the children

There are two ways in, and the difference matters. **Admit a student** is the composite route: the child, their guardians, the fee split, a class and – if the office knows them already – fees, a bus and a bed, in one save. **Record only** adds the record and nothing else.

Osebo Academy Trust has 191 children on its books and 180 enrolled for the current year.

Do this now

1. Open Students → Student Directory.
2. Press Admit a student for the full intake, or Record only when you are entering a backlog and will attach the rest later.
3. Fill the identity, the family and the class. The student number is generated on save, carries your school's own prefix and is permanent.
4. For a whole intake, use Import from spreadsheet rather than typing. The importer reads your own column headings.

Figure 5 – The student directory – 191 children, with the four figures a registrar is actually asked for: on roll, in the admissions pipeline, boarding, and on roll with no class.

A student number is never reissued, even after a child leaves. It is printed on report cards and quoted on bank transfers, so reusing one would attach a new child to an old family's payments.

Step 6. Record the guardians and who pays

A guardian is one record per adult, however many of their children the school teaches. Osebo Academy Trust holds 288 of them behind its 191 children.

Do this now

- 1.** Open Students → Guardians and press New guardian, or add them from the child's own record.
- 2.** Give a phone number and an email – these are what the register's absence alerts and the fee reminders go to.
- 3.** On the child's record, set each guardian's relationship and their share of the fee liability.

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EDUCATION · STUDENTS

Guardian register

Osebo Academy Trust · the adults behind the children. One record per person, however many of their children the school teaches — the person the school bills is very often not the person it phones, and both live here.

👤 288 guardians
💰 182 fee payers
🚪 0 with portal access
📶 0 with no phone or email

+ New guardian
Import from spreadsheet

▼
NARROW THE REGISTER

Everybody ▼

Reachable and not ▼

Filter

Reset

GUARDIAN	DEFAULT RELATIONSHIP	PHONE	EMAIL	CHILDREN	FEE PAYER	PORTAL
MA Ms Adwoa Addo Software developer	Mother	+233 24 813 2074	adwoa.addo286@family.test	1	Fee payer	—
MA Madam Akua Addo Police officer	Mother	+233 54 831 9420	akua.addo36@family.test	1	Fee payer	—
MD Mr Daniel Addo Driver	Father	+233 20 974 8399	daniel.addo3@family.test	1	Fee payer	—
MI Mr Isaac Addo Accountant	Father	+233 24 901 1130	isaac.addo287@family.test	1	—	—
MJ Mr Joseph Addo Teacher	Father	+233 27 663 5476	joseph.addo37@family.test	1	—	—
MP Madam Peace Addo Journalist	Mother	+233 55 472 8345	peace.addo254@family.test	1	Fee payer	—
MP Ms Peace Addo Teacher	Mother	+233 54 375 3868	peace.addo114@family.test	1	Fee payer	—
MA Ms Abena Adjiei Civil servant	Mother	+233 55 604 1613	abena.adjiei91@family.test	1	Fee payer	—
MN Mr Nana Adjiei Farmer	Father	+233 59 948 7429	nana.adjiei92@family.test	1	—	—
ME Mr Emmanuel Adjetyey Tailor	Father	+233 59 400 3657	emmanuel.adjetyey194@family.test	1	—	—
ME Mr Eric Adjetyey Software developer	Father	+233 24 717 5978	eric.adjetyey76@family.test	1	Fee payer	—
MN Madam Naa Adjetyey Journalist	Mother	+233 55 824 4665	naa.adjetyey193@family.test	1	Fee payer	—
ME Madam Esi Aggrey Trader	Mother	+233 20 346 9355	esi.aggrey40@family.test	1	Fee payer	—
MI Mr Isaac Aggrey Teacher	Father	+233 27 455 9932	isaac.aggrey217@family.test	1	—	—
MJ Mr Joseph Aggrey Pharmacist	Father	+233 20 338 3987	joseph.aggrey41@family.test	1	—	—

▲ WATCH OUT

◆ GOOD TO KNOW

The share is shown, not corrected. A registrar who entered 50 and 40 has made a decision about the missing 10%; the screen tells them what it adds up to rather than silently making it 100.

Step 7. Enrol them for the year

An **enrolment** is one child, one academic year, one class. It – not the student record – is the academic history: a transcript, a transfer certificate and a repeat decision are all built from it.

Do this now

1. Open Students → Enrolments and press Enrol a student, or enrol from the child's own record.
2. Choose the child, the academic year and the class.
3. Check the count afterwards. The directory shows "on roll with no class" as its own figure, because a child on roll with no class is a child no register will ever include.

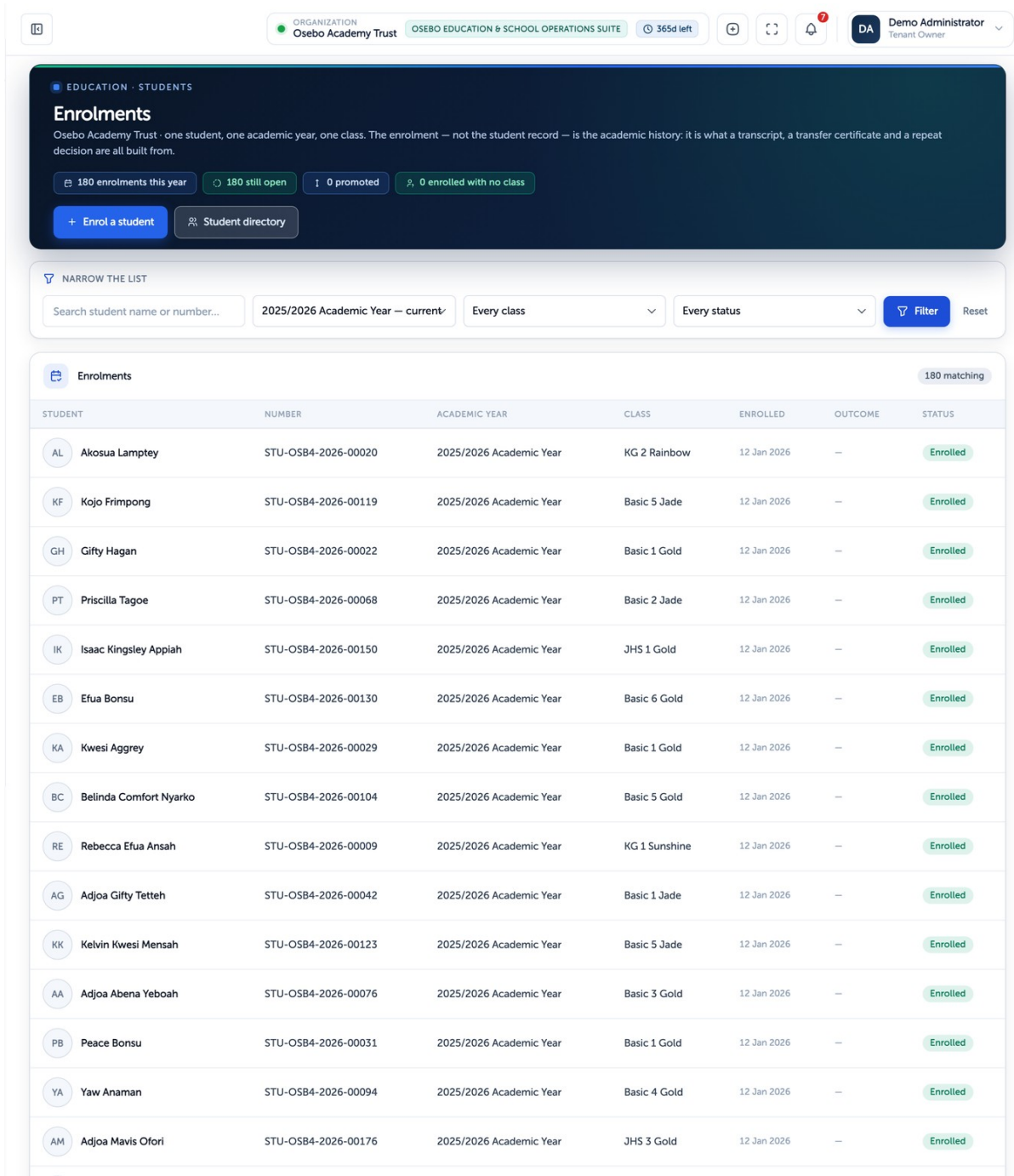


Figure 7 – Enrolments. One child, one academic year, one class: 180 of them, and the count of any enrolled with no class shown beside it.

★ IMPORTANT

One enrolment per child per year – never two, or the child has two registers and two sets of marks.

Part 3 – Who teaches what, and when

Step 8. Allocate the subjects

This is the hinge described at the front of the book. Osebo Academy Trust has 127 allocations across 21 teaching staff.

Do this now

1. Open Academics → Classes and open a class.
2. Add each subject the class takes, the member of staff who teaches it, and how many periods a week it gets.
3. Look down the teacher column before you leave. A blank is a subject nobody is answerable for.

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EDUCATION · ACADEMIC STRUCTURE · CLASS

Basic 1 Gold

Basic 1 · 2025/2026 Academic Year · Gold stream

Active

13 of 20 on roll

Abena Darko

0 subjects unstaffed

Today's register started

Back

Edit

Ridge Main Campus

Room B1G

Abena Darko

13 / 20

CAMPUS

ROOM

FORM TEACHER

ON ROLL

Today's register (already started)

Set an assessment

Class results

Report cards

Timetable

Bills for this class

Admit a student

What this class owes

Chase arrears

OWING ACROSS THE CLASS	FAMILIES IN ARREARS	CHILDREN ON THE ROLL	AVERAGE OWED
GHS 8,065.20	7	13	GHS 1,152.17

Bring a student into Basic 1 Gold

Students

Children with no class at all are listed first — they are the ones appearing on no register, in no gradebook and on no report card. Moving a child who is already somewhere else takes them out of that class in the same act.

Move into this class

Timetable

29

Open the timetable

DAY	PERIOD	SUBJECT	TEACHER	ROOM
	Period 4 10:10	Physical Education	Daniel Ntim	Sports Field
	Period 2 08:30	Mathematics	Abena Darko	Room B1G
	Period 3 09:10	Integrated Science	Abena Darko	Room B1G
	Period 1 07:50	English Language	Abena Darko	Room B1G
	Period 1 07:50	English Language	Abena Darko	Room B1G
	Period 2 08:30	Mathematics	Abena Darko	Room B1G
	Period 2 08:30	Mathematics	Abena Darko	Room B1G
	Period 3 09:10	Integrated Science	Abena Darko	Room B1G

Figure 8 – A class opened, showing its allocations – the subject, the teacher and the periods a week. A blank in the teacher column is a lesson nobody is answerable for, which is why it is surfaced rather than left empty.

♦ GOOD TO KNOW

Periods a week is not decoration. It is what the timetable builder works to, and what tells you afterwards that a class is short of a subject it is supposed to be getting.

Step 9. Set the bell schedule

The periods are the school's day – the rows every timetable is drawn on. Osebo Academy Trust runs 11, including registration, two breaks and lunch.

Do this now

1. Open Academics → Bell Schedule and add each period in order, with its start and end time.
2. Mark which are teachable. A break is a period on the grid but nothing is placed in it.
3. Say which days each period rings on, if your week is not uniform.

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EDUCATION · TIMETABLES

Bell schedule

Osebo Academy Trust · the columns every timetable is drawn on. Breaks and assembly belong here too — that is what makes "period 4" mean the same thing to the office and the classroom, and what stops a lesson landing on top of morning break.

11 periods in the day

8 teachable

First bell 07:30

Last bell 14:10

+ Add a period

Timetables

Timetables

Bell schedule

Lesson plans

Cover & substitutes

Teacher workload

11

PERIODS IN THE DAY

Lessons, breaks and assembly alike — the whole day, described once.

8

TEACHABLE PERIODS

Available to the timetable to place a lesson in.

07:30

FIRST BELL

Where the teaching day the staff roster publishes begins.

14:10

LAST BELL

And where it ends — cover is paid in the minutes between the two.

NARROW THE SCHOOL DAY

CAMPUS

Every campus

KIND OF PERIOD

Every kind of period

Apply

Reset

The school day, in order 11

+ Add a period

ORDER	PERIOD	RUNS	MINUTES	KIND	DAYS	CAMPUS	TIMETABLED	ACTIVE	ACTIONS
1	Registration REG	07:30–07:50	20	Registration	Mon · Tue · Wed · Thu · Fri	All campuses	0	Active	Open Edit
2	Period 1 P1	07:50–08:30	40	Lesson	Mon · Tue · Wed · Thu · Fri	All campuses	72	Active	Open Edit
3	Period 2 P2	08:30–09:10	40	Lesson	Mon · Tue · Wed · Thu · Fri	All campuses	71	Active	Open Edit
4	Period 3 P3	09:10–09:50	40	Lesson	Mon · Tue · Wed · Thu · Fri	All campuses	65	Active	Open Edit
5	Morning Break BRK	09:50–10:10	20	Break	Mon · Tue · Wed · Thu · Fri	All campuses	0	Active	Open Edit
6	Period 4 P4	10:10–10:50	40	Lesson	Mon · Tue · Wed · Thu · Fri	All campuses	55	Active	Open Edit
7	Period 5 P5	10:50–11:30	40	Lesson	Mon · Tue · Wed · Thu · Fri	All campuses	49	Active	Open Edit
8	Lunch LUN	11:30–12:10	40	Break	Mon · Tue · Wed · Thu · Fri	All campuses	0	Active	Open Edit
9	Period 6 P6	12:10–12:50	40	Lesson	Mon · Tue · Wed · Thu · Fri	All campuses	43	Active	Open Edit
10	Period 7 P7	12:50–13:30	40	Lesson	Mon · Tue · Wed · Thu · Fri	All campuses	37	Active	Open Edit
11	Prep & Reading	13:30–14:10	40	Lesson	Mon · Tue · Wed · Thu · Fri	All campuses	15	Active	Open Edit

Figure 9 – The bell schedule: 11 periods including registration, two breaks and lunch. These are the rows every timetable is drawn on.

▲ **WATCH OUT**

A timetable cannot be drawn before the bell schedule exists – its columns ARE your periods. And a register taken "in period 3" means nothing until period 3 is a row somebody defined.

Step 10. Build the timetable

A timetable **version** is in force between two dates. The grid is drawn by period down and day across, and each cell is one lesson: a class, a subject, a teacher and a room. Osebo Academy Trust's current version holds 407 lessons.

Do this now

1. Open Academics → Timetables and create a version, with the dates it is in force.
2. Click any free cell on the grid. The dialog opens over it, already aimed at that day and that period.
3. Choose the class, the subject, the teacher and the room, and place it.
4. Run the clash check, read the findings, and publish when it is clean.

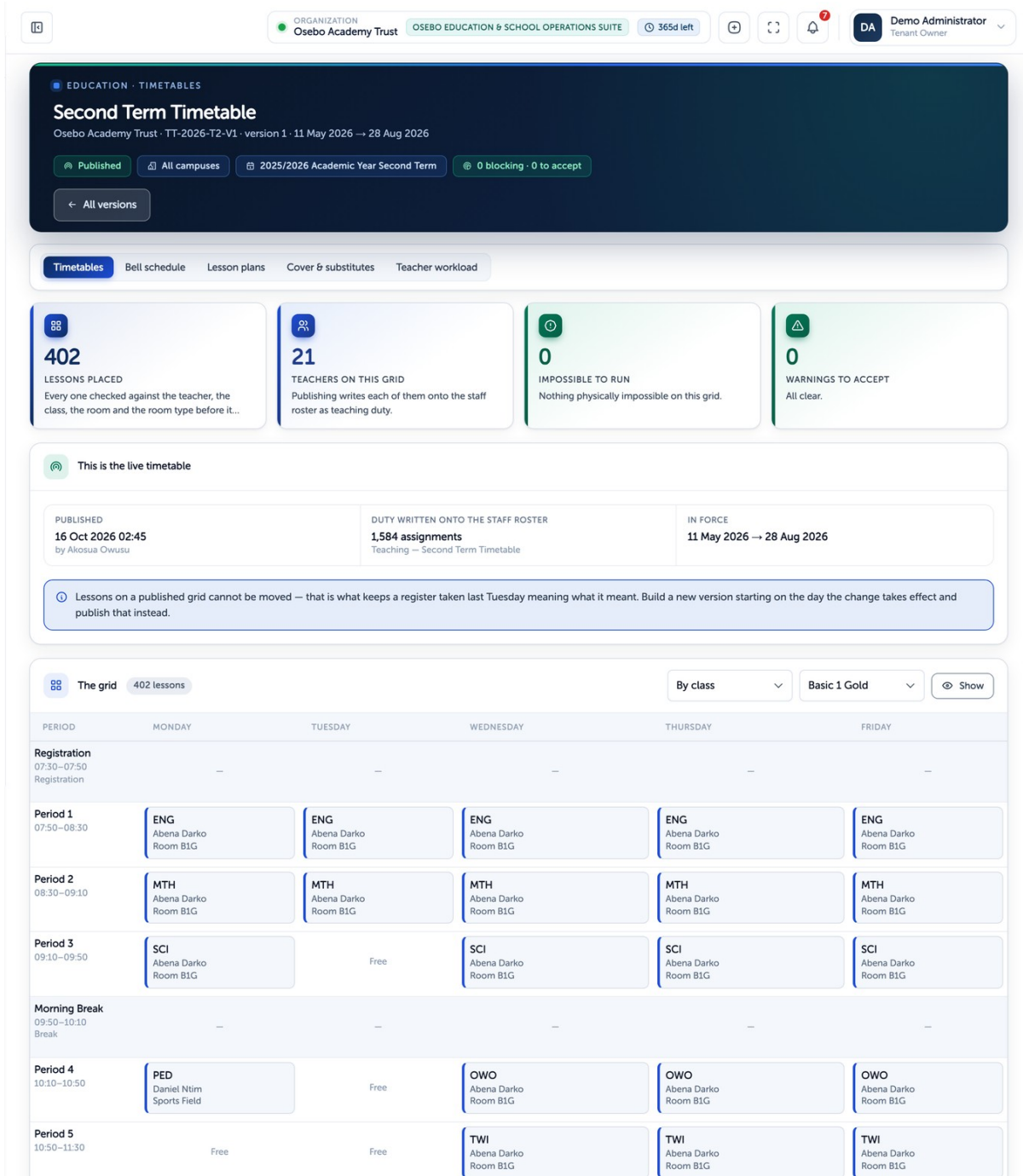


Figure 10 – The published timetable. 407 lessons across the week, each cell carrying the subject, the teacher and the room. A published grid cannot be edited – a change is a new version starting the day it takes effect.

★ IMPORTANT

A lesson on a PUBLISHED grid cannot be moved. That is what keeps a register taken last Tuesday meaning what it meant. To change the timetable, build a new version starting the day the change takes effect and publish that instead.

◆ GOOD TO KNOW

Four things can clash – the teacher, the class, the room, and the room’s type – and placement is checked against all four before it lands. An impossible placement is refused, not saved and reported later.

Step 11. Let teachers arrange their own

A Subject Teacher can be given their own week: they see the lessons they are allocated to and may place them on a DRAFT version. They cannot publish, and they cannot touch a class or subject they are not allocated to.

Do this now

1. Give the role the row-scoped permission rather than the wide one. In **Roles & Permissions**, a Class Teacher or Subject Teacher holds the **.own** timetable pair – view and edit their own – in place of the school-wide pair.
2. There is no second screen and no menu entry for this. The teacher opens **Academics → Timetables** and the same grid comes up headed **My week**, carrying only the classes and subjects they are allocated to.
3. They click a free cell on a draft version and press **Place this lesson**. It is checked against the teacher, the class, the room and the room type before it lands – an impossible placement is refused rather than saved.
4. A coordinator then presses **Run clash check** and **Publish**. The teacher has no publish control, because publishing writes the staff duty roster.

★ IMPORTANT

Publishing stays one person’s act, because publishing writes onto the staff roster and decides every register that follows. A teacher arranges; a coordinator publishes.

Part 4 – The syllabus, and the lesson

Step 12. Load the curriculum

A **framework** is the published syllabus structure – for Ghana, the GES Standards-Based Curriculum, whose tiers run Strand → Sub-strand → Content standard → Indicator. A **curriculum** is that framework for one subject, one class level and one year, and it is versioned.

Do this now

1. Open Academics → Curriculum & Syllabus and choose the framework.
2. Create a curriculum for a subject and a class level.
3. Build out its tree, or upload the syllabus document and let the extractor read the structure out of it.
4. Send it for review. A published curriculum's identity is frozen.

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EDUCATION · CURRICULUM

Curriculum & syllabus

Osebo Academy Trust · the approved curriculum as structured data — one row per subject, class level, year and VERSION. Lessons and assessments map to its nodes, which is what makes it possible to say whether the syllabus is actually being delivered rather than merely filed.

6 curricula on record

2 published & live

1 waiting on a reviewer

10 items approved

+ New curriculum

Register

Coverage board

Gaps

Frameworks

6

CURRICULA ON RECORD

One row per subject, class level, year and version — never one per subject.

2

PUBLISHED & LIVE

Lessons and assessments can be mapped to these.

1

WAITING ON A REVIEWER

Nothing imported is live until somebody reads it.

10

CURRICULUM ITEMS APPROVED

The unit of teachable content a lesson is actually mapped to.

FIND A CURRICULUM

SEARCH

Title, version or source...

FRAMEWORK

Every framework

SUBJECT

Every subject

CLASS LEVEL

Every class level

ACADEMIC YEAR

Every year

STATUS

Every status

Apply

Reset

Curricula 6

+ New curriculum

CURRICULUM	SUBJECT & LEVEL	FRAMEWORK	YEAR	ITEMS	VERSION	STATUS
Physical Education — Kindergarten 1	Physical Education Kindergarten 1	GES Standards-Based Curriculum Strand → Sub-strand → Content standard → Indicator	2025/2026 Academic Year	1	v2026.1	Published
Mathematics — Basic 4 GES Basic 4 MTH syllabus	Mathematics Basic 4 · Ridge Main Campus	GES Standards-Based Curriculum Strand → Sub-strand → Content standard → Indicator	2025/2026 Academic Year	4	v2025.1	Approved
Mathematics — Basic 5 GES Basic 5 MTH syllabus	Mathematics Basic 5 · Ridge Main Campus	GES Standards-Based Curriculum Strand → Sub-strand → Content standard → Indicator	2025/2026 Academic Year	4	v2026.1	Draft
English Language — Basic 4 GES Basic 4 English syllabus, 2019 edition	English Language Basic 4 · Ridge Main Campus	GES Standards-Based Curriculum Strand → Sub-strand → Content standard → Indicator	2025/2026 Academic Year	0	v2024.1	Superseded
English Language — Basic 4 GES Basic 4 ENG syllabus	English Language Basic 4 · Ridge Main Campus	GES Standards-Based Curriculum Strand → Sub-strand → Content standard → Indicator	2025/2026 Academic Year	5	v2025.1	Published
Integrated Science — Basic 5 GES Basic 5 SCI syllabus	Integrated Science Basic 5 · Ridge Main Campus	GES Standards-Based Curriculum Strand → Sub-strand → Content standard → Indicator	2025/2026 Academic Year	4	v2025.1	Review required

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Designed & Developed By Marvalinks Digital

Figure 11 – The curriculum register. A curriculum is a framework for one subject, one class level and one year, versioned, and it moves draft → review → published → archived.

♦ GOOD TO KNOW

The uploaded document stays the authoritative source. The structure is what lessons and assessments map to, so that coverage can be measured at all.

★ IMPORTANT

The author is not the reviewer. A teacher may author the syllabus for the subjects they teach and send it for review; approving and publishing it is somebody else's decision.

Step 13. Plan the lessons

A lesson plan is what a teacher intends to teach, and – once it has happened – the record that it did. Osebo Academy Trust holds 48.

Do this now

1. Open Academics → Lesson Plans and press New plan.
2. Choose the class, the subject, the date and the period.
3. Attach the curriculum outcomes the lesson delivers, and say whether it delivers them in full, makes a start, or revisits them.
4. Submit it for review where your school reviews plans.

Figure 12 – Lesson plans. What a teacher intends to teach, and afterwards the record that it happened – mapped to the curriculum outcomes it delivers.

A teacher sees and writes only their own plans. If a head of department needs to read across the school, that is a wider permission, not a wider scope.

Step 14. Read the coverage

This is the screen that makes the rest worth doing. Coverage counts each piece of the curriculum as **planned**, **taught** or **assessed** – and the three are different claims.

- **Planned** – a lesson exists against it.
- **Taught** – that lesson happened.
- **Assessed** – an assessment mapped to it has had marks actually entered.

Do this now

1. Open **Academics → Curriculum Coverage**.
2. Leave the year on *Current year* and pick a **Class level**, a **Class** or a **Term** to narrow the board. Each row is one subject at one class level.
3. Read the three columns – **Planned, Delivered, Assessed** – across, not down. A row that is strong on Planned and weak on Assessed is a subject being taught and not checked.
4. Sort on **Below** to find the rows under your threshold, then press **Where it is not** for the same question asked the other way round: the parts of the curriculum nobody has reached.

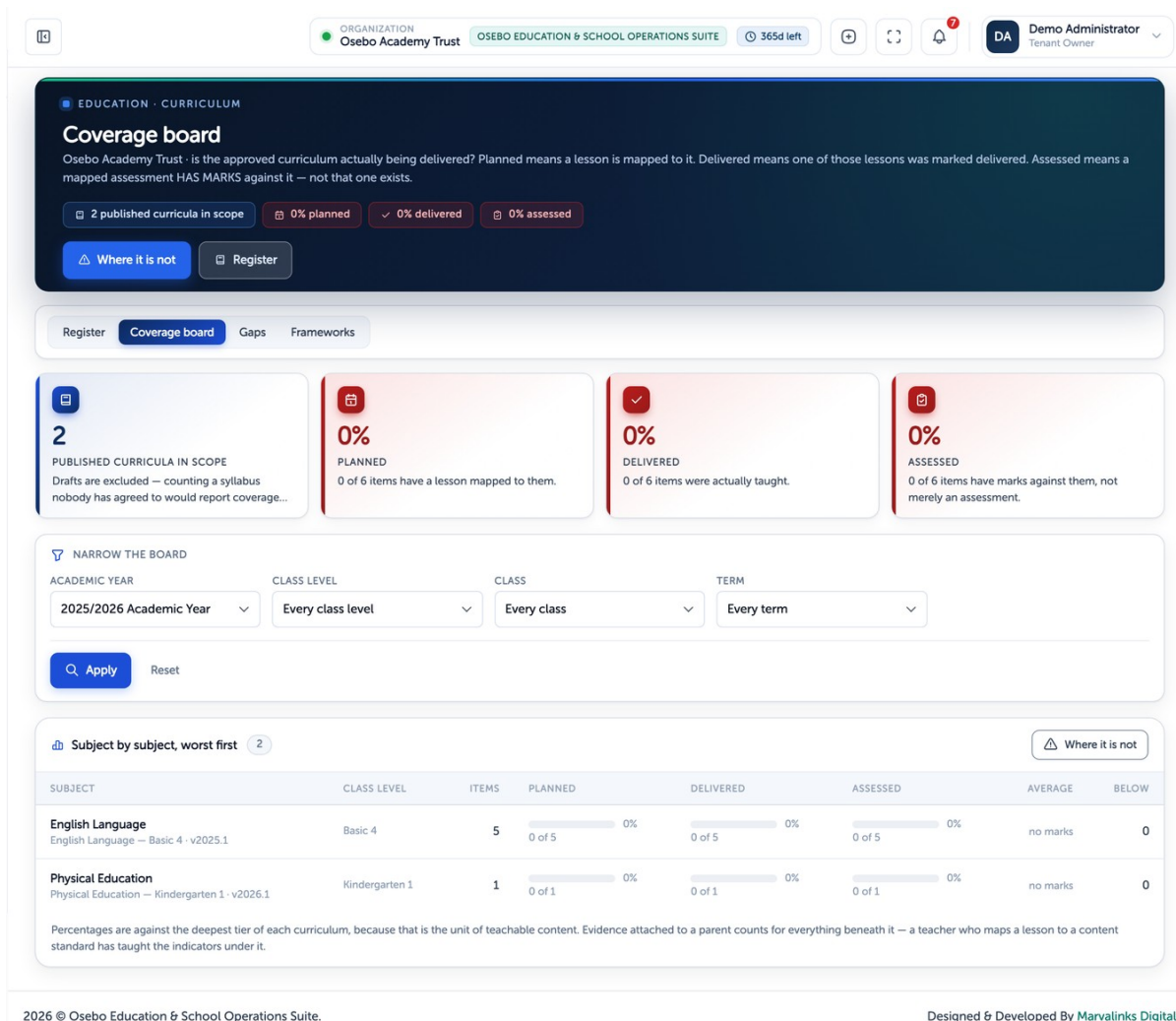


Figure 13 – The coverage board. Planned, taught and assessed are three different claims, and a piece of the syllabus counts as assessed only once a mapped assessment has had marks actually entered against it.

★ IMPORTANT

A mapping is not evidence on its own. An assessment drafted in September and never sat proves nothing, and counting it would turn the one number a head teacher trusts into a number about paperwork.

✓ TIP

Coverage is counted against the DEEPEST tier – the Indicator – because that is the unit of teachable content. Evidence on a parent counts for everything under it.

Part 5 – The register

Step 15. Take the register

A register is one class, one date, one period, and everyone on one page. Osebo Academy Trust holds 3,600 marks: 89.8% present, 4.0% absent, 2.8% late, 2.3% excused and 1.1% sick.

Do this now

1. Open Attendance & Results → Registers and choose the class, the date and the register type.
2. Press Mark all present, then correct the exceptions – that is how a register is actually taken, and the button only fills the rows nobody has touched.
3. Add minutes late and a reason where one is needed.
4. Submit. The marks save and the guardian alerts go out.
5. Lock it when the day is settled.

Figure 14 – A register: one class, one date, everyone on one page. The legend above the roll names all five marks, and says the two things that change what a teacher records – late still counts the child as in school, and absent is the only mark that leaves the absence unexplained.

The five marks are P Present, A Absent, L Late, E Excused and S Sick. **Late still counts the child as in school. Absent is the only mark that leaves the absence unexplained** – Excused and Sick are explanations, and the attendance figures and the family alerts read that difference. Choosing between A and E is choosing whether a parent gets contacted.

◆ GOOD TO KNOW

Submitting is not locking. A teacher correcting a mis-tap thirty seconds later is the normal case; making that an administrative event would teach everyone to delay submitting until they were sure. Locking is the separate, deliberate act that closes the register.

▲ WATCH OUT

"Outstanding" means a class with no session for that date – nobody has taken that register. Opening the screen writes nothing, so a register you looked at and left is still outstanding, which is the honest answer.

Step 16. Handle the absence notes

An absence note is what the family told the school. Recording one changes nothing on the register; **accepting** it does.

Do this now

1. Open Attendance & Results → Absence Notes and record what the family said, or let it arrive from the parent portal.
2. Attach it to the dates it covers.
3. Accept or decline it. Accepting is what turns an unexplained absence into an explained one.

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EDUCATION · ATTENDANCE

Absence notes

Osebo Academy Trust · what families have said about a missed day, and what the school decided about it. A note changes nothing on the register until somebody accepts it — that decision is the record

4 awaiting review

12 accepted

0 rejected

4 from the parent portal

Record a note

Attendance

4

AWAITING REVIEW

Every one of these is an absence still unexplained on the register

12

ACCEPTED

Register marks re-coded to explained

0

REJECTED

The absence stays unexplained

4

FROM THE PARENT PORTAL

Raised by a family rather than the office

NARROW THE NOTES

SEARCH

Student name or number...

STATUS

Any status

REASON TYPE

Any reason

Filter

Reset

Notes 16

STUDENT	CLASS	DATES	DAYS	REASON	RAISED BY	STATUS	MARKS RE-CODED
PT Priscilla Tagoe STU-OSB4-2026-00068	Basic 2 Jade	15 Oct 2026	1	Medical appointment Away for a family commitment notified to the office in advan...	Mavis Tagoe Phone call	Awaiting review	— >
KA Kofi Amoah STU-OSB4-2026-00017	KG 2 Rainbow	6 Oct 2026	1	Bereavement Away for a family commitment notified to the office in advan...	Linda Amoah Phone call	Awaiting review	— >
GB Godfred Baidoo STU-OSB4-2026-00093	Basic 4 Gold	1 Oct 2026	1	Sickness Unwell overnight; kept at home on the advice of the family c...	Rebecca Baidoo Phone call	Awaiting review	— >
SB Sandra Baidoo STU-OSB4-2026-00057	Basic 2 Gold	28 Sep 2026	1	Medical appointment Away for a family commitment notified to the office in advan...	Ebenezer Baidoo Phone call	Awaiting review	— >
DA Doris Agyeman STU-OSB4-2026-00048	Basic 2 Gold	14 Oct 2026	1	Religious observance Away for a family commitment notified to the office in advan...	Sandra Agyeman Phone call	Accepted	1 >
GK Godfred Kissi STU-OSB4-2026-00049	Basic 2 Gold	9 Oct 2026	1	Sickness Unwell overnight; kept at home on the advice of the family c...	Kwaku Kissi Phone call	Accepted	1 >
MN Michael Nyarko STU-OSB4-2026-00056	Basic 2 Gold	8 Oct 2026	1	Sickness Unwell overnight; kept at home on the advice of the family c...	Bright Nyarko Phone call	Accepted	1 >
KA Kwesi Aggrey STU-OSB4-2026-00029	Basic 1 Gold	6 Oct 2026	1	Bereavement Away for a family commitment notified to the office in advan...	Esi Aggrey Parent portal	Accepted	1 >
KB Kelvin Bempah STU-OSB4-2026-00016	KG 2 Rainbow	6 Oct 2026	1	Religious observance Away for a family commitment notified to the office in advan...	Kwesi Bempah Parent portal	Accepted	1 >
ML Michael Lamptey STU-OSB4-2026-00032	Basic 1 Gold	2 Oct 2026	1	Religious observance Away for a family commitment notified to the office in advan...	Esi Lamptey Phone call	Accepted	1 >

Figure 15 – Absence notes. What the family told the school; recording one changes nothing on the register, and accepting it is what turns an unexplained absence into an explained one.

Part 6 – Marks, grades and report cards

Step 17. Define the grading scheme

Your bands are the only authority on grading anywhere in the suite. Nothing decides a grade from a range written into the software.

Do this now

1. Open Attendance & Results → Grading Schemes and create one.
2. Choose its type – letter grades, points, percentage, or Ghana BECE 1-9.
3. Add the bands, each with its range, its label and what it is worth.

The screenshot displays the 'Grading Schemes' page for 'Osebo Academy Trust'. At the top, there's a header with the organization name and a suite indicator. Below this, a summary section shows '1 scheme on record', '1 active' (offered when an assessment is created), '4 assessment types' (what a test is worth against an exam), and a 'Set School Default' option (everything grades by it unless told otherwise). A search filter section allows narrowing schemes by name/code, kind (Every kind), and standing (Active and dormant). Below the filter is a table of grading schemes.

Scheme	Kind	Bands	Pass Mark	Coverage	Standing
Ghana Basic School Grading GH-BASIC - whole school	Letter grades (A-F)	6	40	0-100 covered	School default

Figure 16 – Grading schemes. The bands here are the only authority on grading anywhere in the suite – nothing decides a grade from a range written into the software.

★ IMPORTANT

A school grading 60 as a credit and a school grading it as a pass are both correct, and both must be able to say so without anybody touching the software.

Step 18. Set the assessment types

An assessment type is a kind of markable event and the share of the term mark it carries. The load-bearing field is its **category**: continuous or exam.

Do this now

1. Open **Attendance & Results** → **Grading Schemes** and press **Assessment types**.
2. Add each kind of markable event your school runs: its **Name**, its **Code**, its **Category** – continuous or exam – what it is **Marked out of**, and its **Weight**.
3. Read **Weighting health** at the top of the screen. The active types should add up to 100% between them; anything else still produces a total, just not the one the school intends.
4. Set **Applies to stage** where a type only belongs to part of the school – an end-of-term paper that Kindergarten does not sit.

♦ GOOD TO KNOW

The category, not the name, is what produces the two columns a report card shows. A school calling its end-of-term paper a "Terminal Review" still gets its marks in the exam column, because the split is derived from the category.

Step 19. Enter the marks

Osebo Academy Trust holds 762 assessments and 8,913 scores against them.

Do this now

1. Open Attendance & Results → Assessments and create the assessment: its class, its subject, its type, its maximum score and its date.
2. Map it to the curriculum outcomes it checks.
3. Enter the marks in the gradebook.
4. Publish it. Publication is the act that says these marks count.

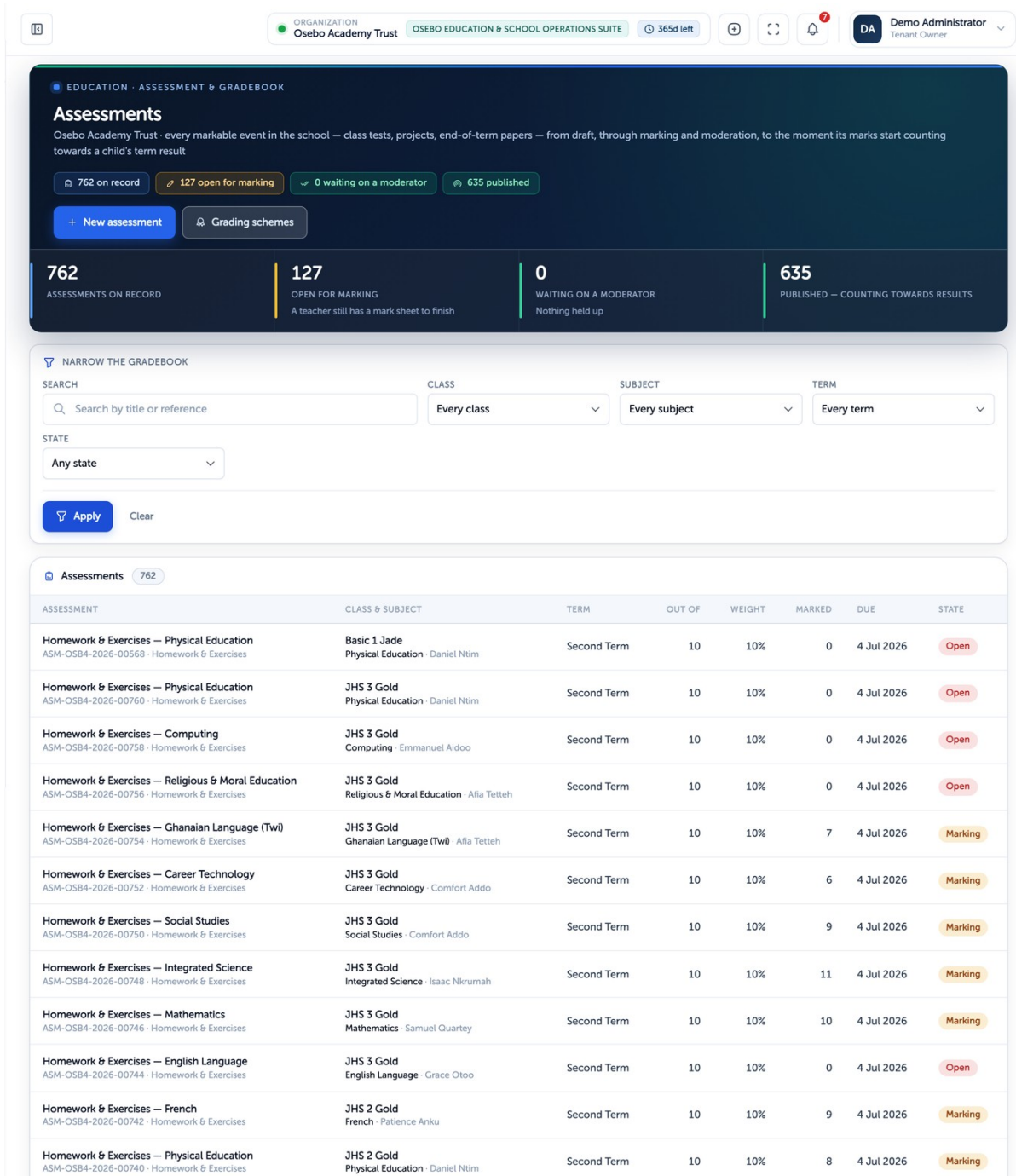


Figure 17 – The assessments – 762 of them, carrying 8,913 scores. Publication is the act that says these marks count; an unpublished assessment never reaches a term result.

▲ WATCH OUT

An unpublished assessment never reaches a term average. A term average that silently moved when a teacher entered a draft mark is a figure nobody can stand behind.

◆ GOOD TO KNOW

Each assessment contributes its percentage, so a test out of 20 and a paper out of 100 are comparable. An **exempt** mark leaves the numerator and the denominator; an **absent** mark is a zero and stays in both. That is the difference between a child who missed a test and a child who was never expected to sit it.

Step 20. Compute the term results

A term result is what one child scored in one subject in one term, as the school computed it: the continuous score, the exam score, the total, the band and the position in class. Osebo Academy Trust holds 3,304.

Do this now

1. Open **Attendance & Results → Term Results**.
2. Choose the **Class** and the **Term**, and press **Recompute**. Every subject result for that class and term is rebuilt from its PUBLISHED assessments, and the totals, grades and positions are frozen at that moment.
3. Read the table before you release anything. **Last computed** tells you whether you are looking at this morning's answer or September's, and **Held back** tells you what no family has seen yet.
4. When you are satisfied, press **Release the filtered results**. That makes the held-back results visible to families – and nothing else. The report cards are a separate act.

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EDUCATION · ASSESSMENT & GRADEBOOK

Term Results

Osebo Academy Trust · the frozen answer: continuous marks and the exam brought together into one weighted total per subject, banded against the school's grading scheme and placed in the class. Nothing here recomputes itself on read — the school decides when the answer is fixed

1,652 subject results in view

0 released to families

61.3% average total

Computed 13 hours ago

Report cards

Import from spreadsheet

1,652

SUBJECT RESULTS IN VIEW

0

RELEASED TO FAMILIES

61.3%

AVERAGE TOTAL

13 hours ago

LAST COMPUTED

These figures are frozen as at that moment

WHICH CLASS, WHICH TERM

CLASS

Every class

TERM

Second Term (current)

SUBJECT

Every subject

RELEASE

Released and held

Apply

Clear

Compute and release

Computing reads only published assessments. A mark still being entered, or one submitted but not yet moderated, is a teacher's working copy — pulling it in would let a half-marked test reorder a class.

Class *

Choose a class

Term *

Second Term

Choose a class and a term above first.

Recompute

Release the filtered results

Subject results

1652

STUDENT	SUBJECT	CLASS	CONTINUOUS	EXAM	TOTAL	GRADE	POSITION	STANDING
MK Michael Kissi STU-OSB4-2026-00164	English Language 1 assessment counted	JHS 2 Gold	99	—	99	A	1 of 13	Held back
MN Michael Nyarko STU-OSB4-2026-00056	Physical Education 1 assessment counted	Basic 2 Gold	99	—	99	A	1 of 13	Held back
NA Nii Adjei STU-OSB4-2026-00060	Integrated Science 1 assessment counted	Basic 2 Jade	99	—	99	A	1 of 12	Held back
BN Belinda Nyarko STU-OSB4-2026-00104	Computing 1 assessment counted	Basic 5 Gold	99	—	99	A	1 of 14	Held back
AT Adjoa Tetteh STU-OSB4-2026-00042	Integrated Science 1 assessment counted	Basic 1 Jade	98	—	98	A	1 of 12	Held back
CN Comfort Nkrumah STU-OSB4-2026-00053	Creative Arts & Design 1 assessment counted	Basic 2 Gold	97	—	97	A	1 of 13	Held back
ES Ebenezer Sarpong STU-OSB4-2026-00116	Integrated Science 1 assessment counted	Basic 5 Jade	97	—	97	A	1 of 13	Held back
MA Millicent Aidoo STU-OSB4-2026-00157	Computing 1 assessment counted	JHS 2 Gold	96	—	96	A	1 of 13	Held back
Kwahena Anaman	Our World Our People							

Figure 18 – Term results: 3,304 frozen answers. Each was computed and stored, and nothing recomputes it on read.

★ IMPORTANT

A term result is a FROZEN answer. It was decided when it was computed and stored, and nothing recomputes it on read. The suite recomputes only when somebody presses Recompute – because a term total that quietly changed between two viewings is a number the school cannot defend to the family holding the printed version.

40

Step 21. Issue the report cards

The report card is the document the school hands a family. Osebo Academy Trust has produced 360.

It moves through four states, and they are three different people:

- **Draft** – a shell exists for this child and term.
- **Generated** – the figures are computed and frozen onto it, and the class teacher has written their comment.
- **Approved** – the head teacher has read it, added their comment and stood behind it.
- **Published** – the family can see it.

Do this now

1. Compute the term first (Step 20). A card is a printed view of computed results, not a second calculation, and a child with no computed result is skipped rather than handed an empty card.
2. Open **Attendance & Results → Report Cards**, choose the **Class** and **Term** under *Generate a class's cards*, optionally pick a **Design**, and press **Generate**.
3. Open a card from the list. The class teacher writes their remark and presses **Save comments**.
4. The head teacher opens the same card and presses **Approve** – a different person from the one who generated it.
5. Finally press **Publish to the family**. **Print view** and **PDF** are on the card itself when you need paper.

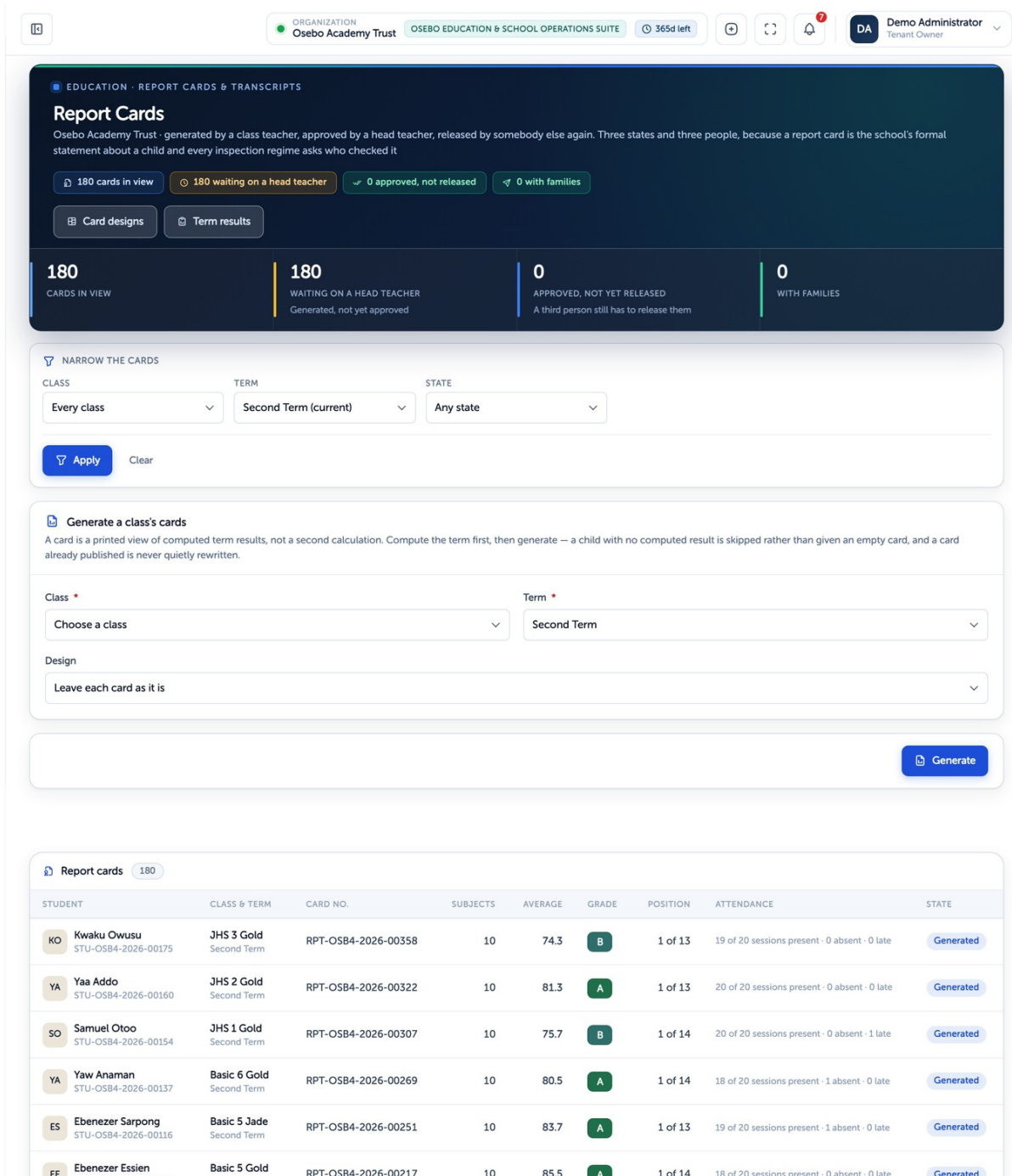


Figure 19 – Report cards – 360 issued. The four states are three different people: the class teacher generates, the head teacher approves, and publishing is a separate permission again.

★ IMPORTANT

Approval refuses to be done by whoever generated the card, and publishing is a different permission from entering marks. That is not ceremony: a report card is the school's formal statement about a child, and every inspection regime in the region asks who checked it.

▲ WATCH OUT

Published is terminal. A published card that is wrong is corrected by issuing an amended one – never by quietly editing the sheet the family already read.

Part 7 – Fees

Step 22. Build the fee structures

A fee structure is a tariff: what a class level pays in a term, item by item. Osebo Academy Trust runs 22.

Do this now

1. Open Fees & Finance → Fee Structures and create one for a class level and a term.
2. Add each item – tuition, boarding, transport, examination – with its amount.
3. Say which are compulsory and which a family opts into.

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EDUCATION - FEES & FINANCE

Fee structures

Osebo Academy Trust - what the school charges, and who it charges it to. A structure is a price list with a scope — the most specific one that fits a child is the one they are billed on.

22 structures

22 live

0 draft

360 bills raised

+ New fee structure

Run billing

22

STRUCTURES

Every tariff this school has written, draft and live.

22

LIVE

A billing run can apply these.

0

DRAFT

Still editable. Publishing fixes the items.

360

BILLS RAISED

Term bills produced from these tariffs.

NARROW THE LIST

Search by name or code...

Any status

Any academic year

Any campus

Filter

Reset

Fee structures

22 Import from spreadsheet

STRUCTURE	APPLIES TO	YEAR / TERM	ITEMS	TOTAL	BILLS	DUE	STATUS	
Basic 3 — First Term Fees FS-B3-T1	First Term - Every campus - Basic 3 - Day and boarding	2025/2026 Academic Year First Term	4	GHS 1,410.00	14	26 Jan 2026	Active	>
JHS 1 — First Term Fees FS-J1-T1	First Term - Every campus - JHS 1 - Day and boarding	2025/2026 Academic Year First Term	4	GHS 2,100.00	14	26 Jan 2026	Active	>
JHS 1 — Second Term Fees FS-J1-T2	Second Term - Every campus - JHS 1 - Day and boarding	2025/2026 Academic Year Second Term	4	GHS 2,100.00	14	25 May 2026	Active	>
Basic 1 — Second Term Fees FS-B1-T2	Second Term - Every campus - Basic 1 - Day and boarding	2025/2026 Academic Year Second Term	4	GHS 1,410.00	25	25 May 2026	Active	>
Basic 2 — Second Term Fees FS-B2-T2	Second Term - Every campus - Basic 2 - Day and boarding	2025/2026 Academic Year Second Term	4	GHS 1,410.00	25	25 May 2026	Active	>
Basic 5 — First Term Fees FS-B5-T1	First Term - Every campus - Basic 5 - Day and boarding	2025/2026 Academic Year First Term	4	GHS 1,670.00	27	26 Jan 2026	Active	>
Basic 4 — Second Term Fees FS-B4-T2	Second Term - Every campus - Basic 4 - Day and boarding	2025/2026 Academic Year Second Term	4	GHS 1,670.00	14	25 May 2026	Active	>
JHS 2 — First Term Fees FS-J2-T1	First Term - Every campus - JHS 2 - Day and boarding	2025/2026 Academic Year First Term	4	GHS 2,100.00	13	26 Jan 2026	Active	>
JHS 3 — First Term Fees FS-J3-T1	First Term - Every campus - JHS 3 - Day and boarding	2025/2026 Academic Year First Term	4	GHS 2,100.00	13	26 Jan 2026	Active	>
Kindergarten 2 — Second Term Fees FS-KG2-T2	Second Term - Every campus - Kindergarten 2 - Day and boarding	2025/2026 Academic Year Second Term	4	GHS 1,140.00	11	25 May 2026	Active	>
Basic 3 — Second Term Fees FS-B3-T2	Second Term - Every campus - Basic 3 - Day and boarding	2025/2026 Academic Year Second Term	4	GHS 1,410.00	14	25 May 2026	Active	>
Basic 4 — First Term Fees FS-B4-T1	First Term - Every campus - Basic 4 - Day and boarding	2025/2026 Academic Year First Term	4	GHS 1,670.00	14	26 Jan 2026	Active	>
Kindergarten 1 — Second Term Fees FS-KG1-T2	Second Term - Every campus - Kindergarten 1 - Day and boarding	2025/2026 Academic Year Second Term	4	GHS 1,140.00	10	25 May 2026	Active	>
Basic 6 — Second Term Fees FS-B6-T2	Second Term - Every campus - Basic 6 - Day and boarding	2025/2026 Academic Year	4	GHS 1,670.00	14	25 May 2026	Active	>

▲ WATCH OUT

Step 23. Bill the term

Billing raises the term's charges onto each child's account. Osebo Academy Trust has charged **GHS 710,860.00** and received **GHS 540,647.80**, leaving **GHS 170,212.20** outstanding across 180 accounts.

Do this now

1. Open Fees & Finance → Billing & Collections and start a billing run for the term.
2. Review what it will raise, by class and by item, before you commit it.
3. Commit. Each child's account carries the charge, and the family's statement shows it.

ORGANIZATION
Osebo Academy Trust

OSEBO EDUCATION & SCHOOL OPERATIONS SUITE

365d left

DA Demo Administrator
Tenant Owner

EDUCATION · FEES & FINANCE

Billing & collections

Osebo Academy Trust · every term bill the school has raised: what was charged, what reached the ledger, and what is still owed. School fees are real receivables — they age, they part-settle, and they appear on a guardian's statement like any other.

360 bills raised

GHS 170,212.20 still owed

360 past their due date

Run a term's billing

Take a payment

Arrears

Bank reconciliation

360
BILLS RAISED
Every term bill on the school's books.

568,820.00
BILLED (GHS)
What has been charged, before anything was paid.

170,212.20
STILL OWED
Across every open student account.

360
PAST THEIR DUE DATE
A bill only ages when its structure carries a due date.

NARROW THE LIST

Search by bill reference, student nam

Any status

Any term

Any campus

Filter

Reset

Term bills

360

REFERENCE	STUDENT	CLASS	TERM	GROSS	OFF	BILLED	DUE	AGEING	CHASED	STATUS
BILL-OSB4-2026-00360	AA Araba Addo STU-OSB4-2026-00180	JHS 3 Gold	Second Term	GHS 2,100.00	—	GHS 2,100.00	25 May 2026	90+ days	—	Charged
BILL-OSB4-2026-00353	AD Adjoa Darko STU-OSB4-2026-00177	JHS 3 Gold	First Term	GHS 2,100.00	—	GHS 2,100.00	26 Jan 2026	90+ days	—	Charged
BILL-OSB4-2026-00342	KD Kwabena Dzata STU-OSB4-2026-00171	JHS 3 Gold	Second Term	GHS 2,100.00	—	GHS 2,100.00	25 May 2026	90+ days	—	Charged
BILL-OSB4-2026-00348	SO Samuel Opoku STU-OSB4-2026-00174	JHS 3 Gold	Second Term	GHS 2,100.00	—	GHS 2,100.00	25 May 2026	90+ days	—	Charged
BILL-OSB4-2026-00343	FH Foster Hagan STU-OSB4-2026-00172	JHS 3 Gold	First Term	GHS 2,100.00	—	GHS 2,100.00	26 Jan 2026	90+ days	—	Charged
BILL-OSB4-2026-00350	KO Kwaku Owusu STU-OSB4-2026-00175	JHS 3 Gold	Second Term	GHS 2,100.00	—	GHS 2,100.00	25 May 2026	90+ days	—	Charged
BILL-OSB4-2026-00335	KL Kojo Lamptey STU-OSB4-2026-00168	JHS 3 Gold	First Term	GHS 2,100.00	—	GHS 2,100.00	26 Jan 2026	90+ days	—	Charged
BILL-OSB4-2026-00355	ET Eric Tetteh STU-OSB4-2026-00178	JHS 3 Gold	First Term	GHS 2,100.00	—	GHS 2,100.00	26 Jan 2026	90+ days	—	Charged
BILL-OSB4-2026-00347	SO Samuel Opoku STU-OSB4-2026-00174	JHS 3 Gold	First Term	GHS 2,100.00	—	GHS 2,100.00	26 Jan 2026	90+ days	—	Charged
BILL-OSB4-2026-00341	KD Kwabena Dzata STU-OSB4-2026-00171	JHS 3 Gold	First Term	GHS 2,100.00	—	GHS 2,100.00	26 Jan 2026	90+ days	—	Charged
BILL-OSB4-2026-00345	RA Rebecca Agyeman STU-OSB4-2026-00173	JHS 3 Gold	First Term	GHS 2,100.00	—	GHS 2,100.00	26 Jan 2026	90+ days	—	Charged
BILL-OSB4-2026-00339	KD Kwabena Dzata STU-OSB4-2026-00170	JHS 3 Gold	First Term	GHS 2,100.00	—	GHS 2,100.00	26 Jan 2026	90+ days	—	Charged
BILL-OSB4-2026-00338	LA Linda Anku STU-OSB4-2026-00169	JHS 3 Gold	Second Term	GHS 2,100.00	—	GHS 2,100.00	25 May 2026	90+ days	—	Charged

Figure 21 – Billing and collections. GHS 710,860.00 charged against GHS 540,647.80 received.

♦ **GOOD TO KNOW**

A charge is never deleted. A charge raised in error is reversed, which leaves both lines visible – that is what makes a family's statement something the school can defend.

Step 24. Take the money, and chase what is left

83 of Osebo Academy Trust's 180 accounts are behind.

Do this now

1. Record a receipt from the child's record, or from Billing & Collections.
2. Name who paid. Naming the payer is what lets a separated parent prove they paid their share.
3. Open Fees & Finance → Payment Plans where a family needs to spread what they owe.
4. Read the arrears screen for who is behind, and by how much.

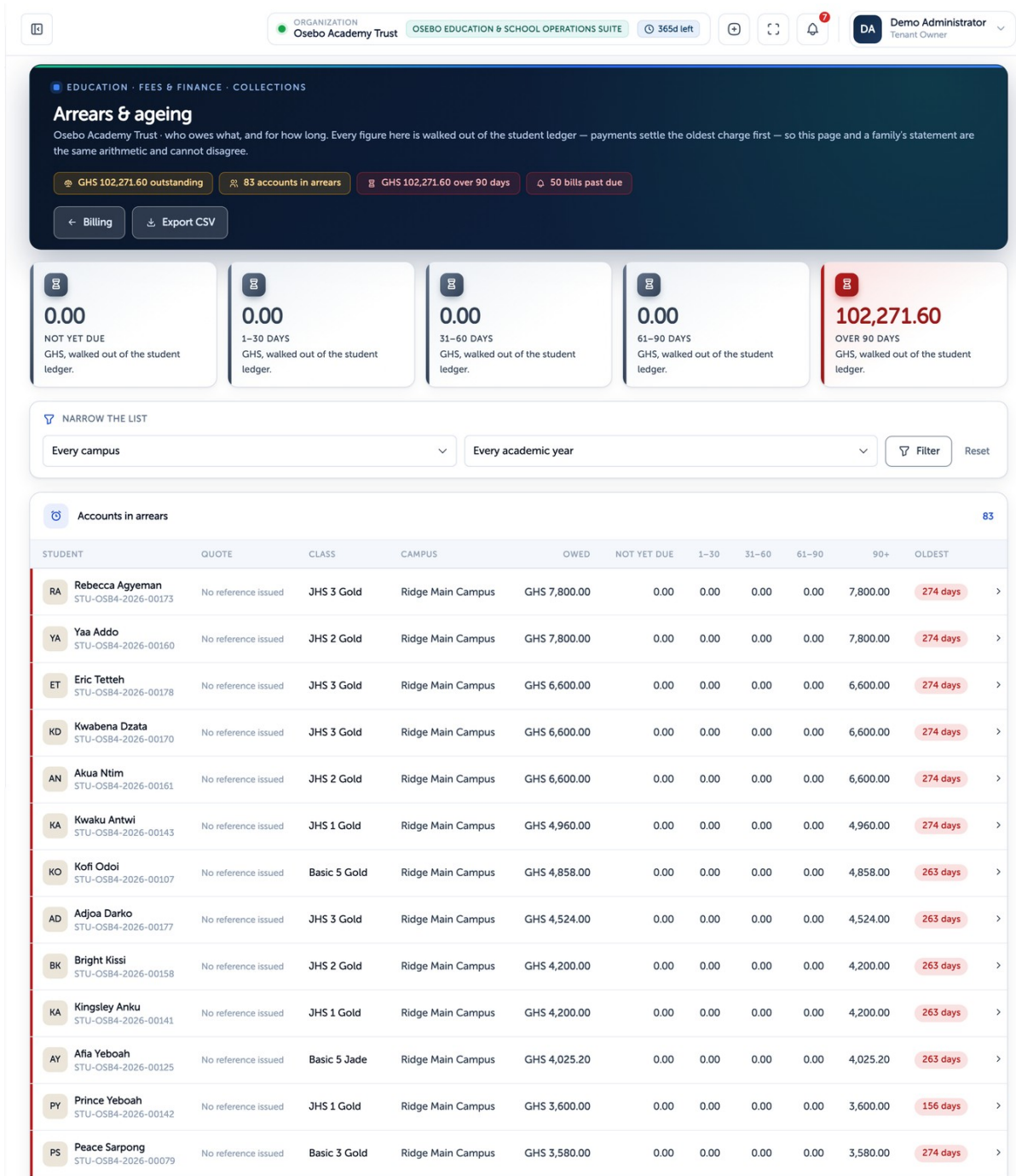


Figure 23 – Arrears: 83 of 180 accounts behind, GHS 170,212.20 outstanding, counted from payments actually received rather than ticked off by hand.

★ IMPORTANT

A payment plan splits a bill the family ALREADY owes into dated pieces. It does not reduce what they owe and it posts nothing to the ledger. The odd pesewa lands on the first instalment, so a family never finds a stray balance after they thought they had finished.

◆ GOOD TO KNOW

Where the school runs Osebo Accounting, a receipt is allocated against the family's open invoices oldest first, and the whole fee cycle posts into the books.

Part 8 – Welfare, and the rest of school life

Step 25. Behaviour and intervention

A behaviour record is one event: who it was about, what kind of thing it was, and when. Osebo Academy Trust holds 112. An intervention is the support plan that follows, and who owns it.

Do this now

1. Open **Welfare & Safeguarding** → **Behaviour** and press **Record behaviour**.
2. Name the child, the type and the date. The type is what decides whether the points add to the house total or come off it.
3. Say whether the family has been told. The list filters on exactly that, so *Family not yet told* is a worklist rather than a column nobody reads.
4. Where the pattern needs more than a record, open **Welfare & Safeguarding** → **Interventions** and raise a plan with a named owner. A concern nobody owns is a concern nobody is working on.

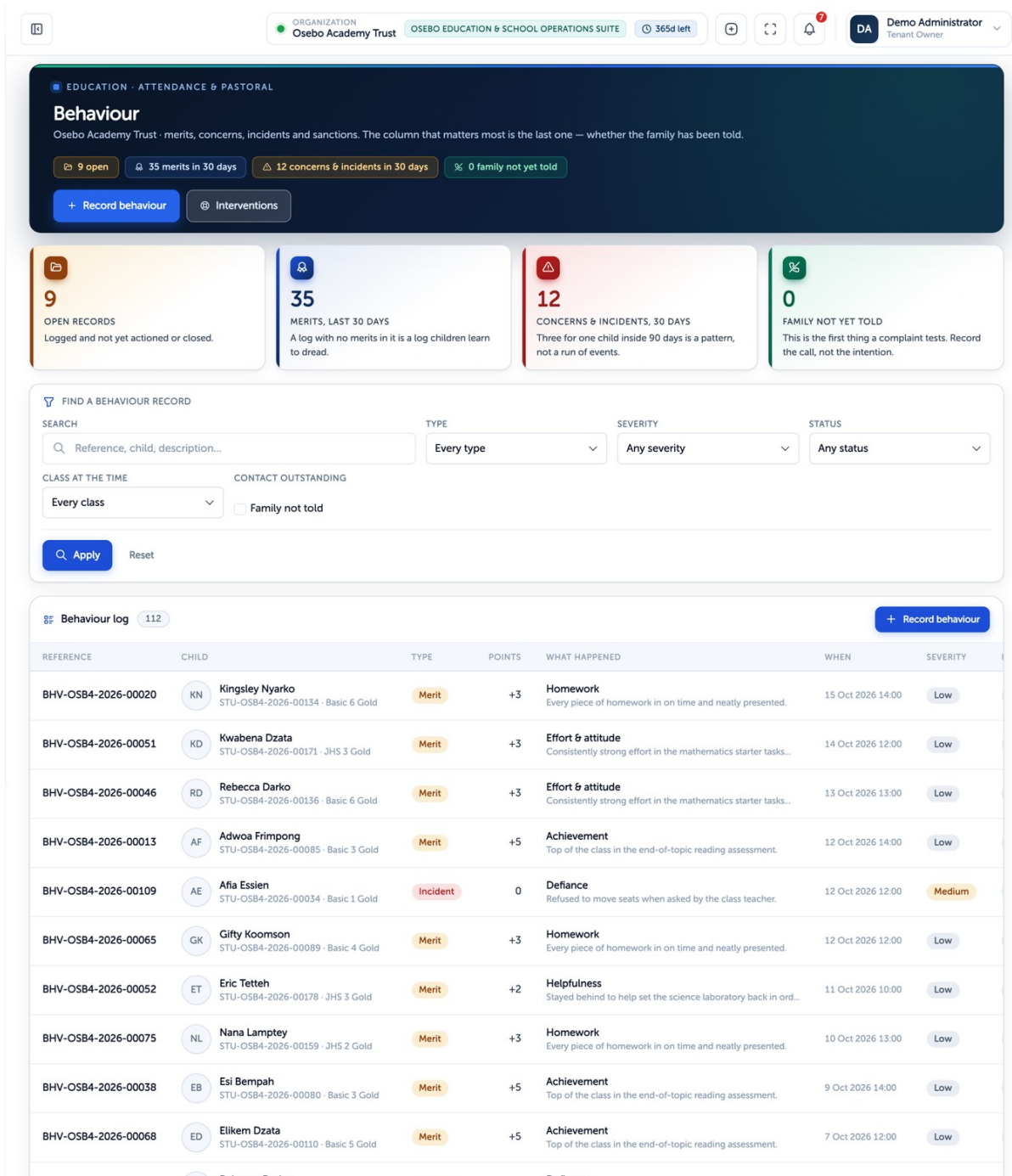


Figure 24 – Behaviour records – 112 of them. Points are always positive; the type decides whether it adds to the house total or takes it off.

✓ TIP

Points are always a positive number. A merit adds to the house total, a demerit takes it off – the TYPE decides the direction, never a minus sign.

Step 26. Safeguarding and the clinic

These are the two restricted records, and they behave differently from everything else in this book.

Do this now

1. Open **Welfare & Safeguarding** → **School Clinic** and press **New clinic visit** for a child seen today: the complaint, who saw them, the outcome, and whether the family has been told.
2. Use **Medications** for anything the school is holding for a child, and record each dose against the person who administered it.
3. Raise a safeguarding concern from **Welfare & Safeguarding** → **Safeguarding**. Who may read it is decided there and nowhere else.
4. Have a second person close it. The suite refuses to let the person who recorded a concern be the person who closes it.

Figure 25 – The clinic. Visits, and the medicines the school is holding for a child, with who administered each dose.

The person who records a concern must not be the person who closes it. And a reader who may not open a safeguarding file is not told one exists – "there are 2 cases you may not read" is itself the disclosure the restriction exists to prevent.

54

The clinic holds visits and the medicines the school is keeping for a child, with who administered each dose. A medicine is attached to a child, so the record follows them.

Step 27. Boarding, transport, canteen and the library

These are the four add-on packs for the parts of school life beyond the classroom. Take the ones you run.

- **Boarding** – dormitories, rooms and beds; a bed holds one child per term. Roll calls, exeats and visitors.
- **Transport** – routes and stops, who rides which, and the manifest the attendant carries.
- **Canteen** – meal plans, who is entitled, and the serving counter.
- **Library** – the catalogue, who has what out, reservations and the fine when it is late.

Do this now

1. Take only the packs you run – a day school has no use for boarding, and an unbought pack is simply absent from your menu rather than a locked screen you keep meeting.
2. For boarding: **Campus Operations** → **Boarding Houses**, press **New boarding house**, build its rooms and beds, then place children. Work the term through **Roll Call**, **Exeat Requests** and **Visitors**.
3. For transport: build **Bus Routes** and their stops, set **Rider Assignments**, and print the morning **Trip Manifests** for the attendant.
4. For canteen and library: **Canteen & Meals** holds the plans and entitlements; **Library** holds the catalogue and **Loans & Fines** what is out and what is owed.

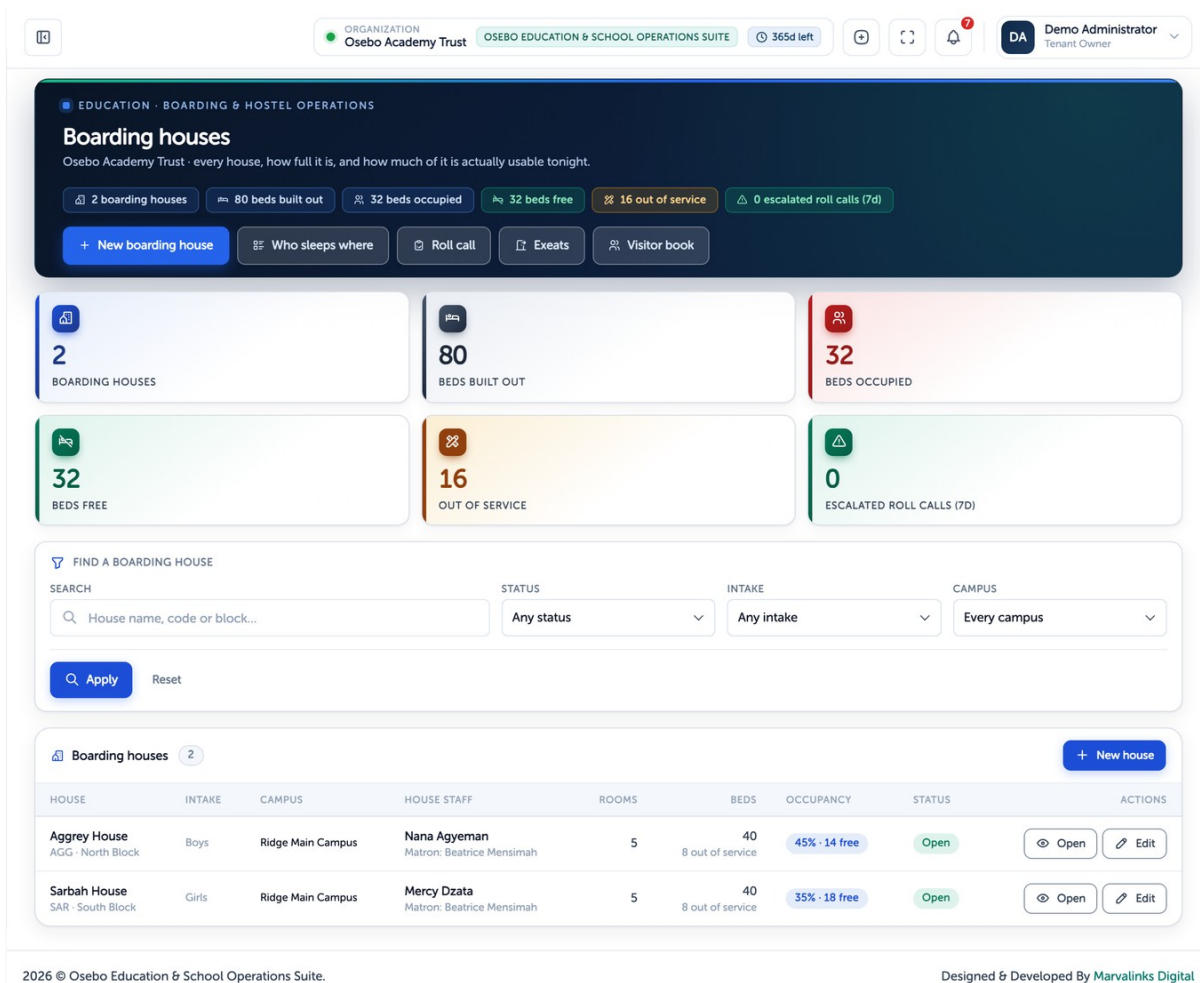


Figure 26 – Boarding. Dormitories, rooms and beds – a bed holds one child per term.

▲ WATCH OUT

A transfer is a process, not a flag – requested, cleared, approved, completed – and the middle is exactly where the library book, the boarding property and the outstanding balance live.

Step 28. Events, clubs and consent

Clubs and their membership, events and trips, and the permission slips that have to come back before a child goes.

Do this now

1. Open **Campus Operations** → **Clubs & Societies** and press **Open a club**: its kind, when it meets, its patron and the term fee if it charges one.
2. Enrol the members. The list will show you *Active with no patron*, which is the club that quietly stopped having an adult.
3. Create the trip under **Campus Operations** → **Events & Trips**.

- Send the permission slips from **Records & Comms** → **Consent Requests**, and work the overdue ones before the day – an unanswered request is not a yes.

EDUCATION · CAMPUS OPERATIONS

Clubs & Societies

Osebo Academy Trust · the standing groups a school runs — the debating society, the first eleven, the cadet corps. A club persists across years and holds a membership; the fixtures and outings it runs are events that point back at it.

6 active clubs 159 active memberships 0 active with no patron 0 paused

[+ Open a club](#) [Consent register](#)

6
ACTIVE CLUBS
Running now, and open to be enrolled into.

159
ACTIVE MEMBERSHIPS
Children currently in a club. Leaving is a date, never a deletion.

0
ACTIVE WITH NO PATRON
A club running with nobody answerable for it.

0
PAUSED
Keeping their membership; simply not meeting.

Events & trips **Clubs & societies** STATUS Everything Active Paused Closed Showing 6 clubs

FIND A CLUB

SEARCH KIND

Club or code... Every kind

[Apply](#) Reset

Club register 6 [+ Open a club](#)

CLUB	KIND	PATRON	MEETS	MEMBERS	TERM FEE	STATUS	ACTIONS
Choir & Cultural Troupe CLB-CHR · Ridge Main Campus	Arts & culture	Comfort Addo	Friday 14:00 · Assembly Hall	28 / 45	GHS 35.00	Active	Open Edit
Coding Club CLB-ICT · Ridge Main Campus	Academic	Isaac Nkrumah	Monday 15:30 · ICT Suite	28 / 26	GHS 80.00	Active	Open Edit
Debate & Public Speaking CLB-DEB · Ridge Main Campus	Academic	Grace Otoo	Tuesday 15:30 · Assembly Hall	28 / 24	Free	Active	Open Edit
Football CLB-FTB · Ridge Main Campus	Sport	Emmanuel Aidoo	Thursday 15:45 · Sports Field	26 / 40	Free	Active	Open Edit
Reading Circle CLB-RDG · Ridge Main Campus	Academic	Sarah Amponsah	Wednesday 14:30	25 / 30	Free	Active	Open Edit
Science & Robotics Club CLB-SCI · Ridge Main Campus	Academic	Samuel Quartey	Wednesday 15:30 · Science Laboratory	24 / 30	GHS 60.00	Active	Open Edit

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Figure 27 – Clubs and societies, with their membership and the events they run.

★ IMPORTANT

Silence is not consent. A request that is never answered shows as overdue – it never turns into a yes on its own.

Part 9 – Reading the school

Step 29. The Control Tower

The Control Tower is the head teacher's screen, and it speaks in exceptions: the registers not taken, the children on roll with no class, the accounts behind, the report cards waiting for approval.

Do this now

1. Open **Control Tower** – the first entry in the menu – and leave it on **Whole school**, or pick a campus if you only run one.
2. Clear **Registers still open today** first. It is the only item on the screen that cannot be caught up later: an unmarked register is a day with no attendance record for that class.
3. Work **Flagged, and nobody working on it** next – children the suite has raised that no adult has taken on.
4. Then the rest of the day's shape: cards waiting for approval, accounts behind, children on roll with no class.

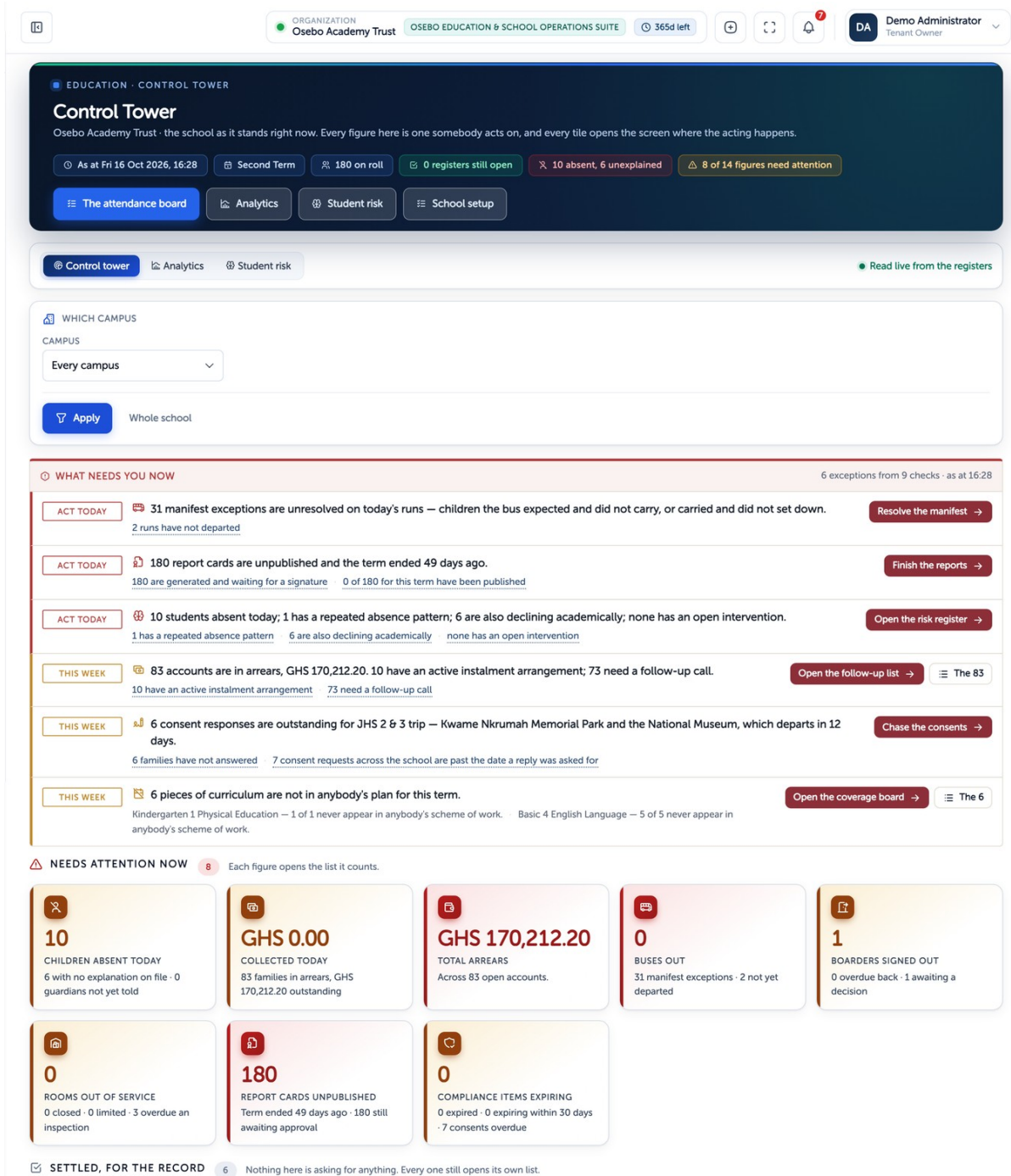


Figure 28 – The Control Tower. It speaks in exceptions: the registers not taken, the children with no class, the accounts behind, the cards waiting for approval.

✓ TIP

Open it first thing. It is written to answer "what needs me today", not "how is the school doing" – that is Part 9's other two screens.

Step 30. Student risk

Risk Intelligence is the Plus-style pack that watches attendance, marks and behaviour together and says which child is drifting – while there is still a term left to do something about it.

Do this now

1. Open **Insight** → **Student Risk** and press **Run a scan**. Every child on roll is rescored against the current policy and today's stored scores are replaced, so levels will move.
2. Read **What the register is saying today** before the table – it is the summary the rest of the screen explains.
3. Open a child to see **Score and why**: the signals behind the number, not just the number.
4. Give every critical and high child an owner from the child's own row. Use **Risk policy** to set what the school counts as drifting – the defaults are a starting point, not your school.

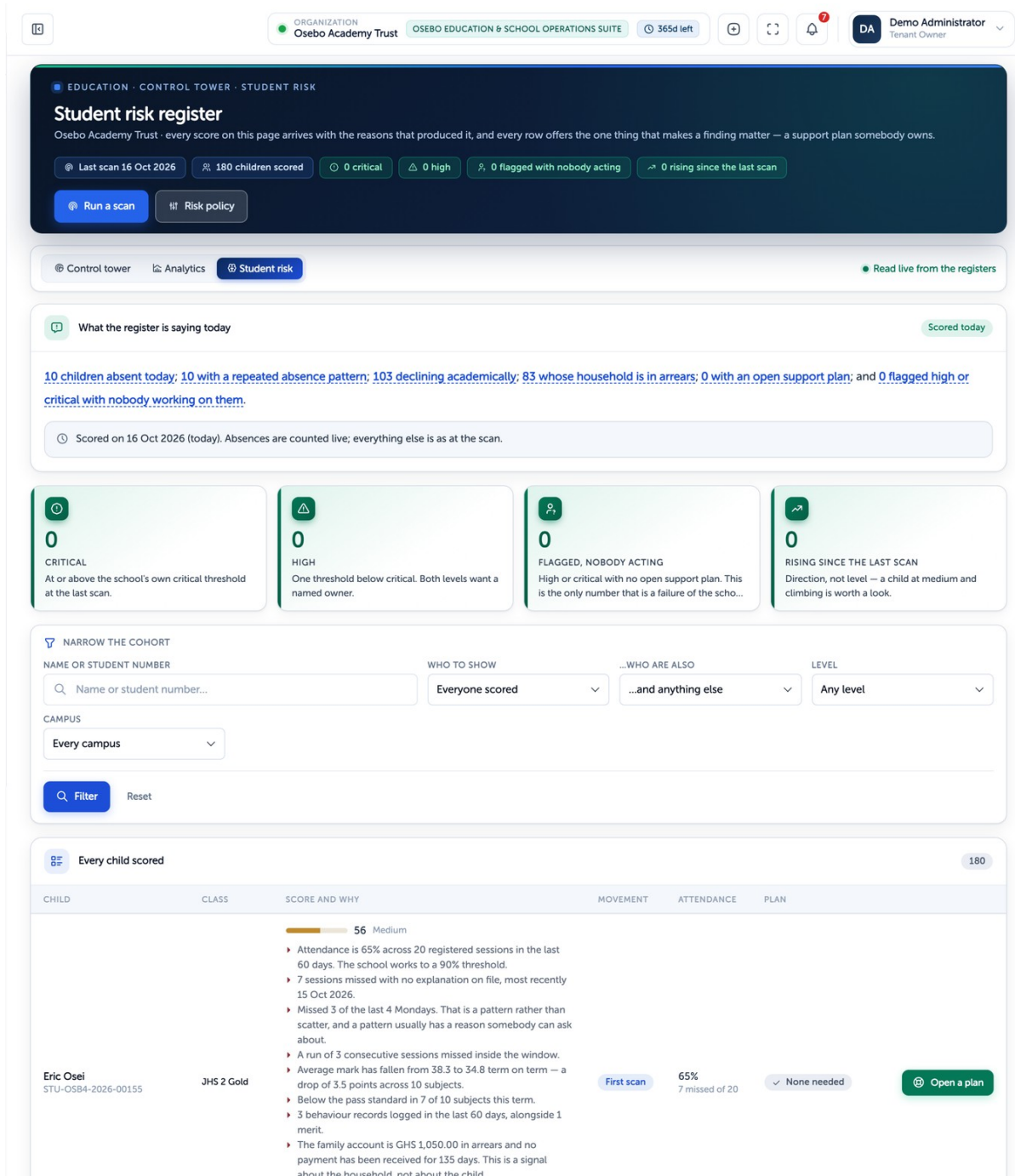


Figure 29 – Student risk. Attendance, marks and behaviour read together, to name the child who is drifting while there is still a term left to do something about it.

♦ GOOD TO KNOW

The point of a risk screen is the children it names that nobody had flagged. A child failing in one subject is noticed; a child slipping two percent a month across all of them is not.

Step 31. Analytics, and the reports

The analytics screen answers the questions a board asks – attendance by class over the term, results by subject, collection against what was billed. The report centre holds the printable ones.

Do this now

1. Open **Insight** → **Analytics**. The panels are the board's questions: **Attainment by class**, **How the marks are spread**, **Charged against collected**, **Arrears by how long since a payment**, **Enrolment movement** and **Campus comparison**.
2. Set the campus filter once at the top; every panel answers for that campus.
3. For anything you have to print, hand over or file, use **Reports & Analytics** – the one report centre at the top of the menu, not inside the education section.
4. The centre lists a reader exactly the reports they may run, so a bursar and a form tutor open the same door and are offered different things.

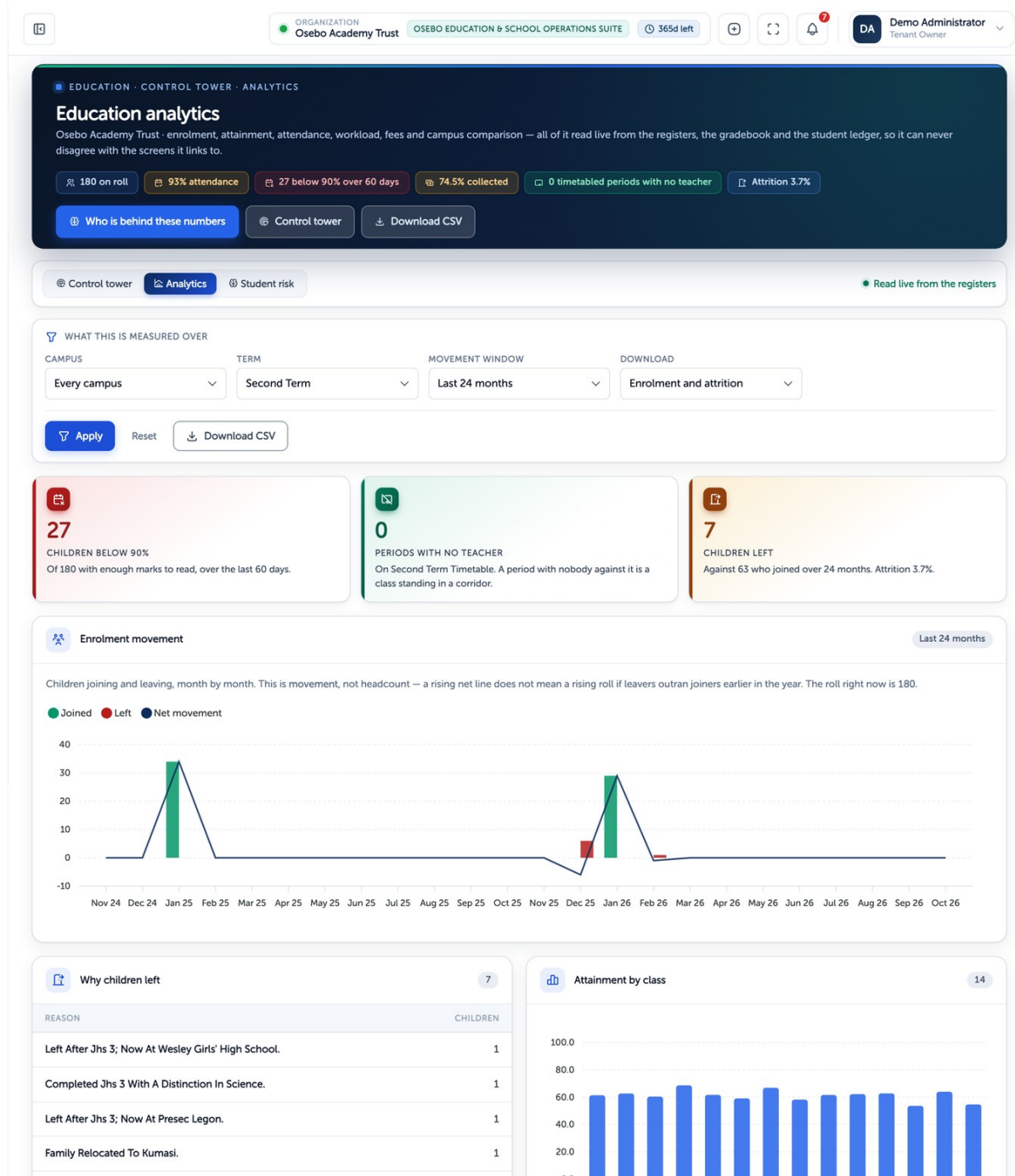


Figure 30 – Analytics – the questions a board asks, answered across the term rather than for one child.

▲ WATCH OUT

A report opens on its own default period, and that period is its own decision. The prose and the screen can both be correct and still disagree, so read the heading before you quote the number.

Glossary

- **Allocation** – this subject, in this class, taught by this person, for this many periods a week.
The row the whole suite hangs off.
- **Academic year** – the container. **Term** – where the work and the money live.
- **Class level** – the rung on the ladder. **Class** – the actual group on it, opened per year.
- **Enrolment** – one child, one year, one class. The academic history.
- **Curriculum** – a framework for one subject, one class level and one year, versioned.
- **Indicator** – the deepest tier of the syllabus, and the unit coverage is counted against.
- **Coverage** – planned, taught and assessed, as three separate claims.
- **Session** – one register: a class, a date and a period. It exists only once the register has been taken.
- **Continuous / exam** – the category of an assessment type, and what produces the two columns on a report card.
- **Term result** – a frozen answer: what a child scored in one subject in one term, as computed and stored.
- **Fee structure** – the tariff for a class level in a term. **Payment plan** – the same debt, in dated pieces.

The setup checklist

- 1.** Campuses.
- 2.** Academic year, marked current.
- 3.** Terms, with the current one marked.
- 4.** Class levels, in sequence.
- 5.** Classes, each on a level, a year and a campus.
- 6.** Subjects, houses and rooms.
- 7.** Children, and the guardians behind them.
- 8.** Enrolments for the year.
- 9.** Allocations – every subject on every class, with a teacher.
- 10.** The bell schedule.
- 11.** The timetable, clash-checked and published.
- 12.** The grading scheme and the assessment types.
- 13.** The fee structures for each level and term.

The routine

Every morning

- Take the register, in each class, in the first period.
- Clear the Control Tower's exceptions.
- Accept or decline the absence notes that came in overnight.

Every week

- Write and submit the lesson plans for the week ahead.
- Read the coverage board for the subjects you teach.
- Chase the accounts that have gone further behind.

Every term

- Bill the term before it starts.
- Publish the assessments as they are marked.
- Recompute the term results when the last mark is in.
- Generate, approve and publish the report cards – in that order, by those three people.
- Read the risk screen before the term ends, not after.

Where to go next

The suite sits inside Osebo Workforce OS, so a school already running Osebo for its staff keeps one workspace: the teachers in this book are employees in Core HR, paid through Payroll, and the fees in Part 7 post into Osebo Accounting where the school runs it.

For pricing, the add-on packs and a trial, see the Osebo website.