

School Strategic Plan for Traralgon Kosciuszko Street Primary School No 4699 2016-2019



Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

School Profile

School Profile	
Purpose	<p>At Kossie we deliver an explicit, inclusive and student focused curriculum reflecting best practice. Our teaching will be purposeful and engaging in a challenging, supportive and differentiated learning environment.</p> <p>Our inclusive setting encourages the input and engagement of parents and local community members in the social and emotional development of our students.</p> <p>To develop the values of responsibility, respect, resilience and readiness to engage in school life in our students, so that they can become independent, self-motivated and resourceful learners.</p>

Values	
	<p data-bbox="452 231 1892 279">Kossie school community values are commonly known as the 4Rs:</p> <ul data-bbox="452 279 1892 758" style="list-style-type: none"><li data-bbox="452 279 1892 391">• Respect – by displaying care and compassion for ourselves, others and the environment and respecting the rights of others<li data-bbox="452 391 1892 518">• Responsibility – To be in control of our learning and our actions towards ourselves, others and the environment. Be the best learner you can be.<li data-bbox="452 518 1892 646">• Ready – To independently set yourself up emotionally and physically for all school experiences.<li data-bbox="452 646 1892 758">• Resilience – To be able to adapt and bounce back in the face of challenges and adversity.

Environmental Context	
	<p data-bbox="452 231 1892 274">Social – community and demographics</p> <ul data-bbox="510 306 1892 1002" style="list-style-type: none"> <li data-bbox="510 306 1892 343">• A “neighbourhood school” with most students from the immediate local area. <li data-bbox="510 343 1892 497">• Approximately 50% of students were eligible for the school based Parent Payment Allowance due to the family having a Centrelink Health Care Card, these families had previously received the State government Education Maintenance Allowance. <li data-bbox="510 497 1892 577">• The school Student Family Occupation index is .66 and the School Family Occupation Education index is .59 <li data-bbox="510 577 1892 657">• Enrolments have fluctuated over the past few years and are anticipated to be around 272 in 2016. <li data-bbox="510 657 1892 737">• We have a heavier concentration of Experienced Teachers, with a few accomplished teachers. There are no Leading Teachers in the profile. <li data-bbox="510 737 1892 849">• Family friendly environment which values parents, students and teachers working together to ensure the best outcomes for all students. The school encourages parental input. <li data-bbox="510 849 1892 928">• Kossie consists of a diverse student population with many students achieving below the expected levels and having significant needs socially and emotionally. <li data-bbox="510 928 1892 1002">• We place a high priority on the wellbeing of our students, their engagement and connectedness to the school. <p data-bbox="452 1008 1892 1045">Educational</p> <ul data-bbox="510 1077 1892 1423" style="list-style-type: none"> <li data-bbox="510 1077 1892 1189">• Strong focus on teaching students about what it takes to be the best learner we can be and linking to the school 4Rs (Respect, Responsible, Ready & Resilient) and the 4 Star Learn to learn rubric. <li data-bbox="510 1189 1892 1268">• We utilise the You Can Do It foundations to provide a common language for staff and students. <li data-bbox="510 1268 1892 1348">• We provide weekly access to library, ICT (computers), Kitchen Garden, the Arts and physical education programs via specialist and classroom teachers. <li data-bbox="510 1348 1892 1423">• Development of scope and sequence charts and inquiry units of work cycle to ensure depth and breadth of curriculum coverage is currently being worked on in

light of the new Victorian Curriculum release.

- The professional development focus for the school will be determined by the needs of the students. This to be determined by the implementation of an agreed whole school assessment regime that provides the teachers with accurate and meaningful data.
- A range of intervention and support programs to provide all students with an education that meets their needs. We support our students and their families by offering assistance and utilise the Latrobe Valley Student Support network staff expertise for consultancy.
- Our key priority is to improve student achievement in Numeracy and Literacy from Prep to year 6 whilst providing a safe and collaborative culture for the members of our school community.
- As a school we focus on having high expectations for learning and strive for consistent effective teaching in every classroom. A strong emphasis is place on building professional learning communities where teachers use data to plan appropriately given the student needs and next level of work.

Technological

- All teachers have laptop computers.
- There are at least four computers in each of the grade 3-6 classrooms.
- A dedicated computer room available for whole class ICT instruction.
- Interactive whiteboards are featured in each classroom and in the specialist Art room space.
- Currently the school has 23 laptop computers which can be used to support learning in the classrooms.
- iPads are available in classrooms for students use, the utilisation of this resource is emerging and the school is required to formulate protocols and guidelines for use. The limited access to technical support currents a resource challenge for ensuring access and suitability.
- Dedicated Specialist Technician 5 hours per week.

- All teachers and ES staff working with funded students are provided with an iPad to support teaching and learning programs.
- Staff have access to cameras in the classroom and library.

Environmental – grounds and facilities

- All rooms are well equipped and conducive to effective learning.
- All learning spaces are heated and air-conditioned.
- North Wing, four classrooms, library and ICT lab, constructed in 2004, and are useable facilities.
- West Wing, six classrooms and a resource room, are high maintenance and an area of concern. School management continue to work with DET facilities staff to improve the buildings and seek advice on future building programs.
- South Wing, two classrooms and a multi-purpose room, are removable class rooms and a little isolated from the other classrooms with no access to toilet facilities. The multi-purpose room is currently utilised for the Stephanie Alexander Kitchen Garden program.
- Grounds are well established with an extensive range of play spaces for children of all age groups including a purpose built sandpit shed.
- The Kossie Stadium and adjacent classroom space was funded through the federal government Building Education Revolution funding program and were completed mid 2012. The area also encompasses a purpose built sports storage space.
- There is a designated shed for storage of garden equipment and larger pieces of sports equipment like hurdles. This facility is older and in needed of some repair and maintenance.
- The school has a Bike Shed which allows students to securely store bikes and scooters they have ridden to school during the day.
- Majority of the lawn mowing services are provided externally buy Latrobe Valley Enterprises.
- Minor maintenance is addressed through the local employment of a

	<p>groundskeeper/handyman one day a week.</p> <ul style="list-style-type: none"> • Storage of maintenance equipment such as lawn mowers etc is in a purpose built shed between the oval and the staff carpark. • The school is encouraged by the Latrobe City proposed development plans for the adjacent Catterick Crescent oval which include redevelopment of the school oval area.
Service Standards (optional)	
	<p>General</p> <ul style="list-style-type: none"> • We provide all students with a balanced and flexible curriculum that develops their academic, social and emotional skills. Differentiating the curriculum based on the learning continuum and identifying students' point of need in order to individualize and adapting tasks is a future focus for further enhancement at the school. • We provide a safe and stimulating learning environment that ensures all students can achieve their full potential and recognize and celebrate effort and achievement. • We foster close links with parents and the broader school community. This is achieved through our commitment to open and regular communications, we welcome parent participation in their child's learning and contribution to whole school students' learning experiences where appropriate. • Clear behaviour expectations exist and the school works closely with students, parents and staff to ensure elements of the school Student Engagement and Wellbeing policy are implemented. Students are given the opportunity to play an active part in the development and review of the school approaches in the area of behaviour. • Teachers provide ongoing, timely and targeted feedback to students related to their daily work. • The schools four Rs – Respect, Responsible, Ready and Resilient and the Four

Star Learning to Learn rubric provide a strong foundation for the establishment of a positive school climate conducive to quality teaching and learning.

Specific

- Kossie is committed to providing a range of educational opportunities for all students with staff professional learning playing a vital role in achieving this. The school is focused on ensuring students are actively engaged in their education and are given agency in their work. The school has recently been supported by educational consultants such as Rob Vingerhoets (Maths) and Jeni Wilson (Inquiry) to examine teaching pedagogy to promote student agency and engagement. The work of Deb Sukarna in the area of Writers and Readers Workshops has also been drawn upon.
- Strong focus on Literacy and Numeracy which incorporates inquiry and problem solving, this aims to develop independent, self-motivated and resourceful learners.

Achievement

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.

While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

Goals
Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

Improve student learning outcomes in literacy and numeracy P-6

Embed a guaranteed and viable curriculum that reflects the school context and draws upon the Victorian Curriculum

Embed a common instructional model that reflects our educational philosophy and promotes consistency

Targets
Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.

NAPLAN Relative Growth
Reduce the percentage of students with low relative growth by 5% in all areas of NAPLAN

English Online
Increase the percentage of students in the "towards level 2" area on the English Online by 5% in every area over a 3 year period track the same cohort of students.

Staff Opinion Survey
School Climate - Collective efficacy - 70%
 Collective responsibility - 85%
 Academic emphasis - 65%
 Guaranteed & viable curriculum - 85%
Professional Learning - Collective participation - 85%
 Active participation - 77%

<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>		
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	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Develop guaranteed and viable curriculum plan which clearly identifies essential learning in Maths • Review new Victorian Curriculum and consider school wide implications for planning • Align planning and assessment practices to support the implementation of the guaranteed and viable curriculum • Define and document our instructional model as an overarching approach to teaching and learning • Build a suite of common instructional practices that sit within the instructional model • Build capacity of staff to implement the common instructional practice • Investigate other school processes for tracking student maths performance from Prep to grade 6. 	<ul style="list-style-type: none"> • Documented essential learning in Mathematics • Documented audit process to use with other key learning areas to ensure a Guaranteed and Viable curriculum • Teachers will have a well developed toolbox or set of tactics to employ when working with students • English Online demonstrates growth from Prep to year 2
<p>Year 2</p>	<ul style="list-style-type: none"> • Review and consolidate actions from Year 1 • Plan for implementation of any new actions • Use the audit process established to determine essential learning in literacy 	

	<ul style="list-style-type: none"> • Implement maths tracking system 	
Year 3	<ul style="list-style-type: none"> • Refine and embed strategies 	
Year 4	<ul style="list-style-type: none"> • Evaluate and review all strategies • 	

<p>Engagement Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>		<p>Key improvement strategies Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<p>Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>Increase student motivation and engagement in learning</p>	<p>Further develop and embed process of inquiry as part of instructional model development</p> <p>Increase teacher knowledge and skill to implement student centred learning approaches.</p> <p>Develop student knowledge, skills and dispositions to better engage in learning</p>
<p>Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be</p>	<p>Attitudes to School Survey School Connectedness – 4.35 Student Motivation – 4.50 Stimulating Learning – 4.15 Learning Confidence – 4.00 Teacher Effectiveness – 4.25 Parent Opinion Survey Stimulated Learning – 6.00</p>	

<p>expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>Staff Opinion Survey <i>Teaching & Learning</i> –Setting Objectives & Providing Feedback - 80%</p>	
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>		
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school’s monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • As part of the instructional model development, articulate the purpose for inquiry and document agreed approaches • Determine essential skills for inquiry at each level of schooling and make links to the general capabilities in the Victorian curriculum • When developing the teacher pedagogical toolkit, give consideration to approaches that promote student agency in inquiry • Explicitly link specialist program areas to the guaranteed and viable curriculum and inquiry • In light of the Victorian Curriculum introduction review inquiry focus and cycle to map out curriculum • Acknowledge and respond to student voice in school wide programs and initiatives • Students provided with opportunities to express their perspectives 	<ul style="list-style-type: none"> • Enhanced planning practices and curriculum links in place • Sequential Prep to grade 6 teaching continuum which is matched to the Victorian Curriculum ready for implementation in 2017 • Students take more responsibility for their academic and social learning
<p>Year 2</p>	<ul style="list-style-type: none"> • Review and consolidate actions from Year 1 • Plan for implementation of any new actions 	

	<ul style="list-style-type: none"> • Implement the new schedule for inquiry areas • 	
Year 3	<ul style="list-style-type: none"> • Refine and embed strategies • Revise the effectiveness and success of the inquiry cycle in terms of the teaching of content required in the Victorian Curriculum • 	
Year 4	<ul style="list-style-type: none"> • Evaluate and review all strategies • 	

<p>Wellbeing Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>		<p>Key improvement strategies Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<p>Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>Create an environment that maximises the wellbeing of all learners</p>	<p>Implement a focus on building student resilience that supports wellbeing</p> <p>Work with parents and teachers to build a shared understanding of factors that improve wellbeing</p>

<p>Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>Attitudes to School Survey Student Safety – 4.35 Student Morale – 5.3 Student Distress – 5.65 Classroom Behaviour - 3 Parent Opinion Survey Approachability – 6.00 School Connectedness – 6.35 Transitions - 6.00 Student Safety – 5.4 Teacher Morale – 6.00 Classroom Behaviour – 4.15 Staff Opinion Survey Trust in Students and Parents – 40% Parent & Community Involvement – 62% Attendance Data Prep – 6 average days absent 14 by 2018</p>	
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<p>Year 1</p>	<ul style="list-style-type: none"> • Review and enhance the Kossie 4 Rs framework by including Resilience • Explore potential new DET resources relating to resilience in light of the Education State key targets in relation to happy, healthy and resilient kids 	<ul style="list-style-type: none"> • Students will use the vocabulary and strategies of school programs and frameworks to facilitate self management • Staff understanding the home environments the students are coming from and how this impacts them, reflective improvements in staff and parent

	<ul style="list-style-type: none"> • Understanding Generational Poverty – professional learning to build teacher understanding of culture and community • Develop a communication strategy to engage and inform parents about school achievement and receive feedback. • Enhance induction for new staff and students in relation to the four stars and four Rs (Ready, Responsible, Resilient, Respectful) • Promote areas of the parent survey via the newsletter to ensure clarification of specific language eg extra curricula activities • Continue to develop the Kossie inquiry approach to learning to build a positive learning environment where students are engaged • Investigate programs to highlight and reduce bullying and cyber bullying, with a particular focus on possible links to inquiry units • Consider school wide use of Stop Think Do program to assist to modify challenging behaviours • Continue to provide access to external services and intervention for vulnerable students 	<p>opinion surveys</p> <ul style="list-style-type: none"> • Successful application of programs evident in increase in Student Attitudes survey results
Year 2	<ul style="list-style-type: none"> • Revisit professional learning to build teacher understanding of culture and community as a cluster 	
Year 3	<ul style="list-style-type: none"> • Refine and embed strategies 	
Year 4	<ul style="list-style-type: none"> • Evaluate and review all strategies 	

<p>Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>		<p>Key improvement strategies Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.</p>
<p>Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>Increase school capacity to function as a strategic organisation</p>	<p>Build a strong and united Leadership Team with a clear sense of shared purpose and direction around learning and teaching</p> <p>Establish a high performance culture characterised by teamwork, strong internal accountability and commitment to school goals, values and practices.</p>
<p>Targets Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>Parent Opinion Survey General Satisfaction - 6.0 School Improvement - 5.8 Learning Focus - 6.1</p> <p>Staff Opinion Survey <i>School Climate</i> - Staff Trust in Colleagues - 85% Collective focus on student learning 90% Shielding/Buffering - 75% <i>School Staff Safety & Wellbeing</i> - Build Resilience - 64% & 54% <i>Professional Learning</i> - School Level Support - 80%</p> <p>Attitudes to School Survey School Connectedness 4.4</p>	

<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>		
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Consider alternative leadership structures to prioritise teaching and learning • Build Leadership capacity of Unit Leaders • Embed reflective practice at all levels • Document a revised approach to collaborative teacher teams based on research / evidence • Revise norms and protocols to support collaboration model • Coach Unit leaders for effective practice in line with the adopted model • Further investigate building of supportive resilience conditions for staff – challenging students, stress, workload management 	<ul style="list-style-type: none"> • Alternative structures operating • Team Charters in place • Leadership Team Agenda • Leadership Team reflection • Meeting schedule • Professional Learning program engaged/delivered • Unit Leaders PDP outcomes • Inquiry process evident in Leadership Team minutes • Inquiry into practice identified • Greater understanding of staff perception of supportive environment
<p>Year 2</p>	<ul style="list-style-type: none"> • Review and consolidate actions from Year 1 • Plan for implementation of any new actions • Unit leaders to embed practices learnt in year 1 • Build resilience of staff in relation to challenging students, stress, workload management 	<ul style="list-style-type: none"> • Units adhering to norms and protocols and reflective practice • Environment exists where colleagues can respectfully challenge one another • Improvement in mean result in the area of staff resilience in 2016 • Units working together on common goals • Issues solved within the unit first

		<ul style="list-style-type: none"> Flexibility component will increase to greater than 51.8%
Year 3	<ul style="list-style-type: none"> Refine and embed strategies 	<ul style="list-style-type: none"> Consider succession planning for new leaders, consider possibility of mentoring by peers who have been Unit Leaders Building leadership capacity of all staff and gain a willingness to lead
Year 4	<ul style="list-style-type: none"> Evaluate and review all strategies 	