

# 2021 Annual Report to The School Community



**School Name: Traralgon (Kosciuszko Street) Primary School (4699)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 March 2022 at 10:50 AM by Chelsea Granger (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 March 2022 at 10:55 AM by David Clark (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

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### School context

Traralgon (Kosciuszko St) Primary School is located at the west end of Traralgon, the Latrobe Valley's largest town, 160 km's southeast of Melbourne. The school, known locally as Kossie, offers students an attractive, safe and settled environment with spacious grounds. Established in 1954, Kossie has developed a long-standing reputation for providing students with a caring and inclusive learning environment. Students are predominantly from the immediate neighbourhood and therefore has a stable school population with most students completing all their primary schooling at Kossie. The Student Family Occupation and Education category is 0.46, which is in the "Medium" band. The school has 35 staff at an FTE of 28.8: 2 principal class, 13 classroom teachers and six specialist teachers (a mix of part time positions), 0 Aboriginal and Torres Strait Islander staff, 9 classroom-based Education Support Staff, a welfare officer, and three office-based Education Support Staff. During 2021 the structure is comprised of thirteen classes, specialist subjects: Stephanie Alexander Kitchen Garden, Physical Education and Visual Arts.

At Kosciuszko Street Primary school, we have a shared vision of "Empowering all students to learn and achieve." Our purpose is to develop respectful, responsible, and resilient students who are ready to be successful, confident learners in our community. This is underpinned by a school wide focus on our four values: Respect, Readiness, Resilience and Responsibility. These values were regularly on display throughout the year. We were fortunate enough in term one to hold our annual Athletics Carnival which gave our student leaders the opportunity to motivate and inspire their peers through chanting, encouragement, and the demonstration of sportsmanship. We were also fortunate enough to provide our grade 3/4 and 5/6 students with camps, although the grade 2 sleepover was not possible due to COVID restrictions.

Throughout 2021 our school community continued to embrace online forums for learning and communication. Students were engaged in online learning through the use of Google Meet and Google Docs, with weekly assemblies being delivered via these mediums. The school captains continued to lead the community through their weekly recorded messages and continued this when onsite learning resumed. Whilst we maintained our focus on ensuring we provide student engagement via a challenging and varied curriculum; we were also very conscious of the need to provide students and their families with support and a strong focus on wellbeing. Wellbeing checks were provided, and Google Meet was used by classroom teachers to provide students with vital connections between the teacher and students.

Throughout the year we maintained our commitment to ongoing improvement and strove for excellence in teaching and learning at every level. We focused heavily on ensuring that we "catch up" students on the skills and strategies they may have missed during remote learning, while maintaining a strong focus on student wellbeing. The classrooms focused heavily on literacy and numeracy with dedicated allocation of 2 hour and 1 hour blocks daily and an increase in Sounds Write instruction from Prep - 3. In 2021 Kosciuszko Street didn't run any programs for overseas students.

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### Framework for Improving Student Outcomes (FISO)

The FISO Improvement Dimensions focused on in 2021 were "Learning, catch-up and extension priority", "Happy, active and healthy kids priority", and "Connected schools priority". The focus of improving Professional Learning Communities (PLCs) continued and the recommendation from the 2019 School Review to build consistent practices across the school was continued through a dedicated shared planning time which was highly beneficial during remote learning. The three PLC leaders continued to be members of the School Improvement Team (SIT) along with the Principal and Assistant Principal. The focus of the SIT was not only on strengthening PLCs and building consistent processes across the school, but also focused on supporting staff, students, and their families throughout Remote Learning.

Within School Wide PLCs, unit PLCs and shared planning there was a focus on creating a strong understanding of the High Impact Teaching Strategies (HITS) of Differentiated Instruction. The other focus included the development of clear understandings of how the HITS feed into the school's instructional model (Gradual Release of Responsibility) and developing a strong understanding of "how we teach at Kossie".

The employment of a learning tutor allowed the school to focus on the "Learning, catch-up, and extension priority" with the learning tutor focusing on reading and writing with students from grades prep to 6. In the second semester of the year the tutor program introduced the Reading Mastery Program. This is an evidence-based program which utilises a direct instruction approach to accelerate reading success. Our extension students in grade 4 to 6 were provided with opportunities to engage in the Victorian High Achievers Program which focused on writing and numeracy. In 2021 we employed a Welfare Officer which allowed for an increased focus on the "Happy, active and healthy kids priority". The inclusion of a welfare officer allowed our students to access vital support throughout the year as well as their families. This service was particularly important during Remote and Flexible Learning and in supporting students to transition back to onsite learning.

Whilst staff at Kossie worked with families during Remote and Flexible learning through the use of various technologies and phone calls, the priority of creating "Connected Schools" was increasingly difficult throughout COVID. This will continue to be a focus in 2022 as we increase our capacity to engage families onsite and celebrate our strong sense of community through various events.

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## Achievement

Our Achievement goal is to improve student learning in literacy and numeracy with a particular focus on improving student growth in reading, writing and numeracy. Students from grades 3 - 6 at Kossie responded well to the self-directed learning tasks during the remote learning periods. In 2022 we plan to continue to incorporate more opportunities for online learning within the classrooms. Students in prep - 2 demonstrated enthusiasm towards the learning tasks which were posted online and engaged in the online resources which were made available to them.

During remote learning, staff were able to utilize the Google Suite and other online resources for content delivery and assessment and consequently developed new ways of differentiating for students. NAPLAN results demonstrated strong levels of student learning growth from grade 3 to 5 in all areas except writing. Grade 5 Reading results were extremely pleasing with 72.7% of students performing in the top three bands. The NAPLAN results indicate a refreshed approach to the teaching of numeracy will need to be explored in 2022, with less learning growth in the area than in previous years. Teacher judgement data demonstrated an increase in student learning in the areas of Reading, Writing, and Number and Algebra, however student learning results were not as high as those obtained in 2018 (pre-COVID).

The majority of students who are funded through the Program for Students with Disabilities have made successful progress towards meeting their individual goals.

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## Engagement

Our Engagement goal in 2021 was to empower students to be active agents in their learning. This goal was achieved during onsite and remote learning. Students connected strongly with the opportunities for agency during the remote learning period through the use of online platforms which allowed them to access the expertise of teachers and their peers. They were able to develop their own timetable appropriate to their own situation and work was differentiated according to student needs by their teacher. In 2022 our PLCs will focus on opportunities to continue building student agency in the classroom.

To support student engagement during the transition back to onsite learning, our school ensured a consistent focus on learning and wellbeing. Teachers provided students with extra time to learn vital concepts and used strategies such as circle time to monitor student wellbeing.

Student absence data in 2021 was influenced by COVID-19, although strong school-based processes, involving regular phone calls and virtual conferences helped maintain engagement in remote learning and ensure that the welfare needs of our students and their families were being met.

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## Wellbeing

The employment of a welfare officer has supported students to increase their capacity to self-regulate through the introduction of the Alert Program. This program teaches children to identify their emotions and then strategies that they can implement to allow them to feel centred and remain that way throughout the day. It also supports students to build their capacity to concentrate and feel content within themselves. Our welfare officer also provides students with an extra person they can talk to who will work with them to understand what they are feeling and also provides families with someone they can reach out to.

Health and wellbeing support with increased virtual communication was prioritised for staff, students, and their families at Kosciuszko Street Primary School. Our school modified the delivery of health and wellbeing supports to students and their families, by providing a weekly online assembly, creating videos to celebrate achievement and developments within the actual school.

During onsite learning our Wellbeing goal was to strengthen the positive climate for learning at Kosciuszko Street Primary School. This was achieved through continuing to focus on consistent high behavioural expectations across the school which are explicitly taught throughout the year, particularly during transition from remote learning to onsite learning. Whilst students were onsite, student behaviour data was monitored monthly (when relevant) by the SWPBS team and demonstrates consistent improvement throughout the year both in the yard and in classrooms.

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### Finance performance and position

All funds received from the Department or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised. During the 2021 school year the Administration, Principal and School Council Finance teams demonstrated financial management in accordance with Department Guidelines. This was achieved by regular finance committee discussions to ensure that the school financial goals were achieved.

In 2021 the funds raised were used to support purchase of new furniture for a classroom and supporting the grade 6 Graduation. Funds raised from the Colour Run will be used to install outdoor table tennis tables in 2022.

The equity money received from the department was used to appoint a welfare officer to support the wellbeing of students and their families.

**For more detailed information regarding our school please visit our website at**

**<http://www.kossie.vic.edu.au>**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 290 students were enrolled at this school in 2021, 132 female and 158 male.

NDP percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

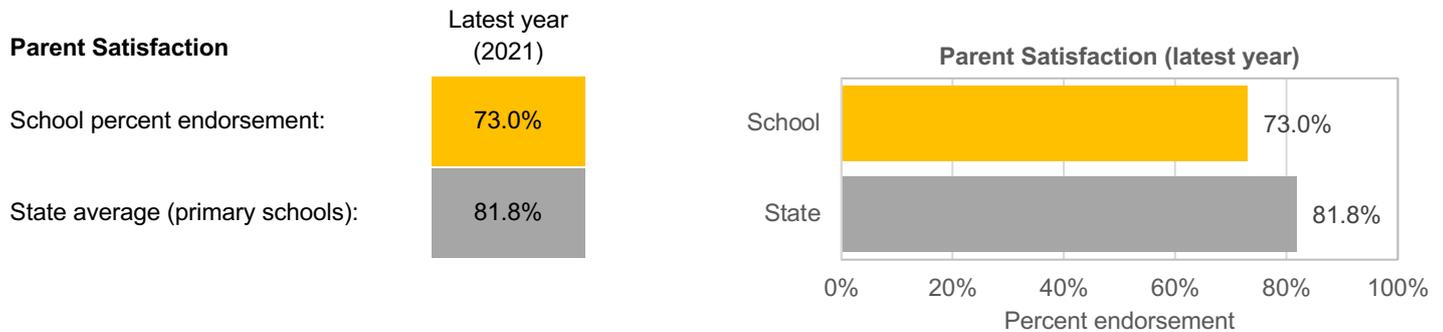
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

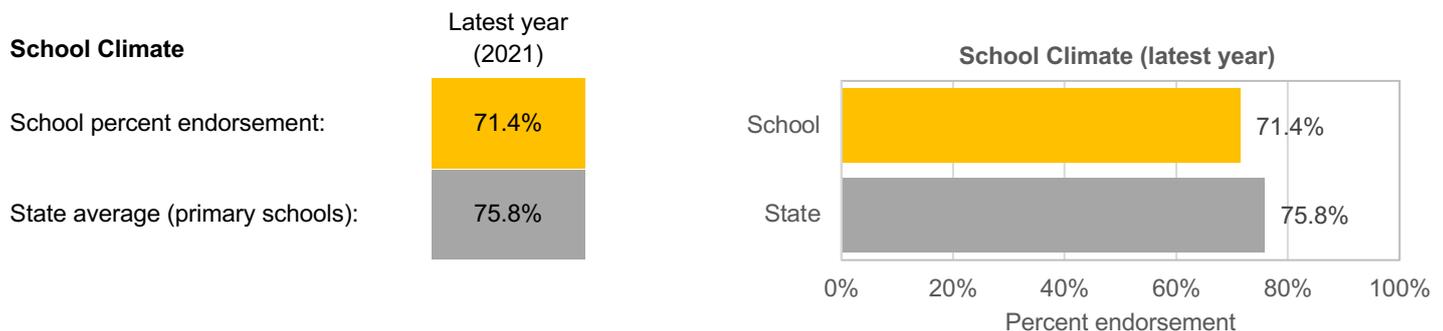


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

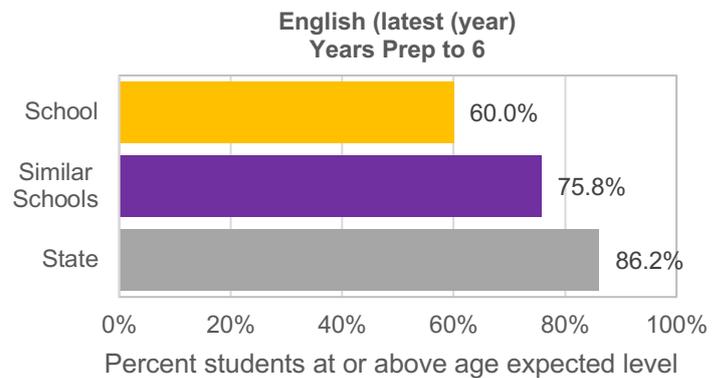
60.0%

Similar Schools average:

75.8%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

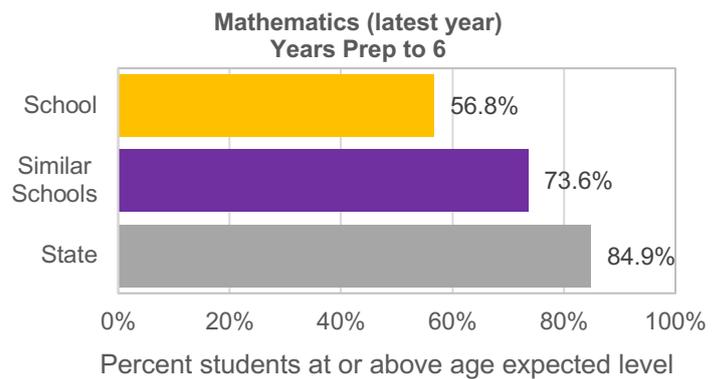
56.8%

Similar Schools average:

73.6%

State average:

84.9%



**ACHIEVEMENT (continued)**

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

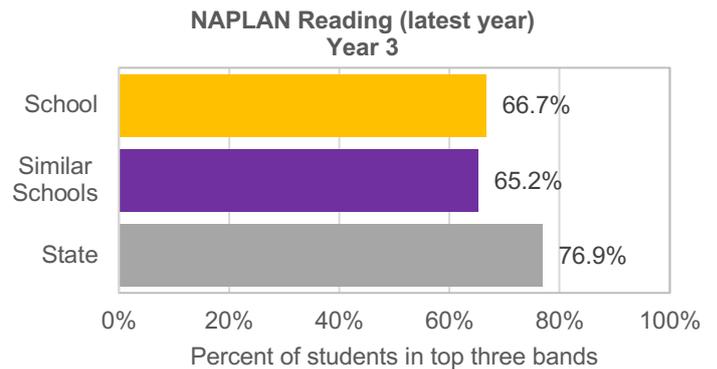
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

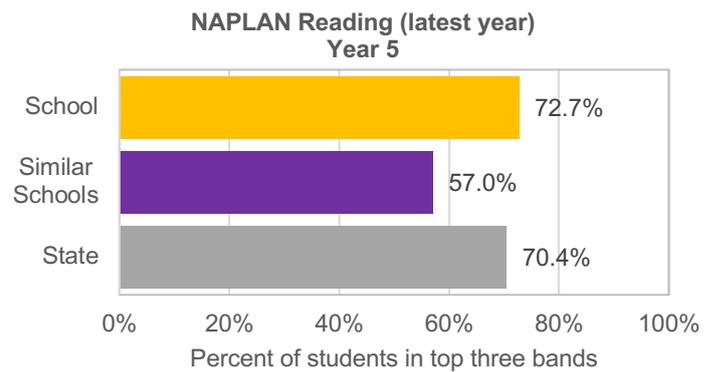
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	61.1%
Similar Schools average:	65.2%	65.9%
State average:	76.9%	76.5%



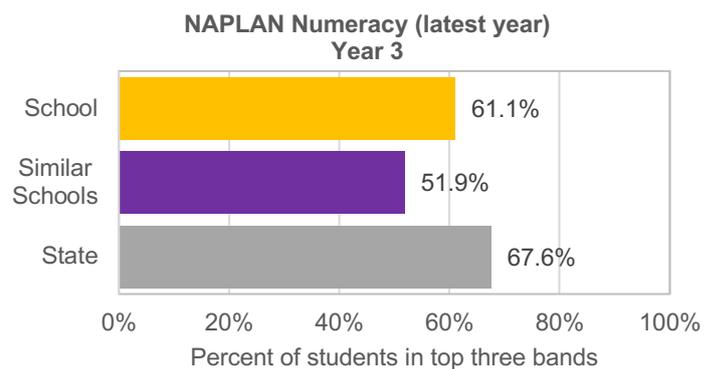
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.7%	54.4%
Similar Schools average:	57.0%	55.2%
State average:	70.4%	67.7%



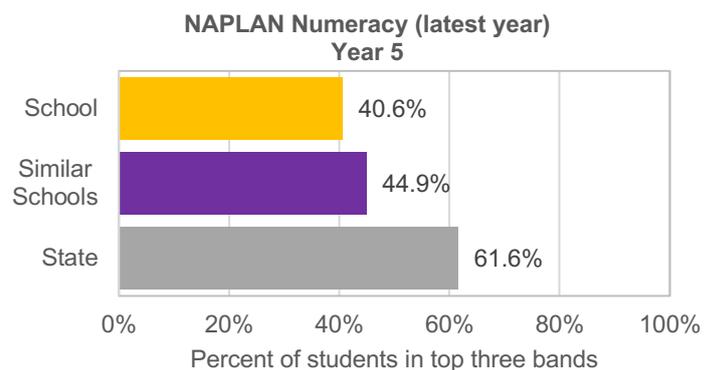
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.1%	55.0%
Similar Schools average:	51.9%	56.4%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.6%	37.7%
Similar Schools average:	44.9%	44.3%
State average:	61.6%	60.0%



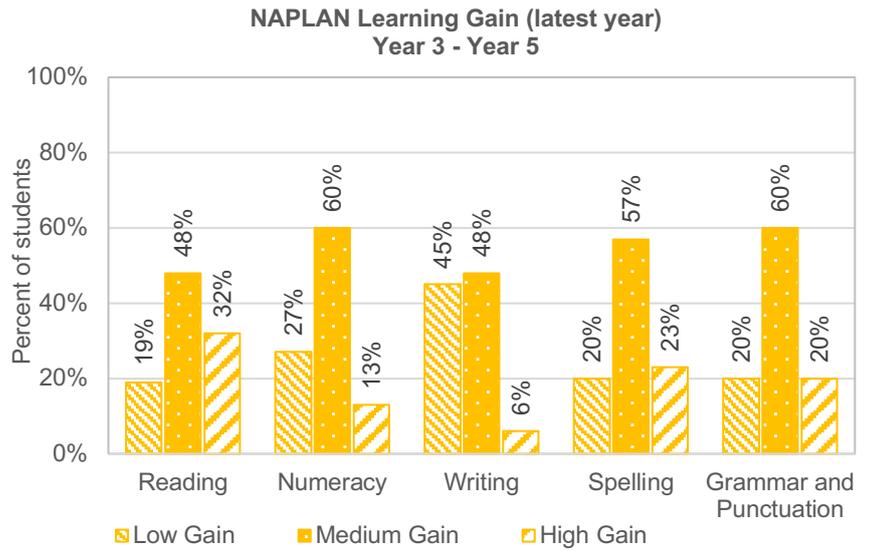
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	19%	48%	32%	20%
Numeracy:	27%	60%	13%	16%
Writing:	45%	48%	6%	16%
Spelling:	20%	57%	23%	17%
Grammar and Punctuation:	20%	60%	20%	18%



## ENGAGEMENT

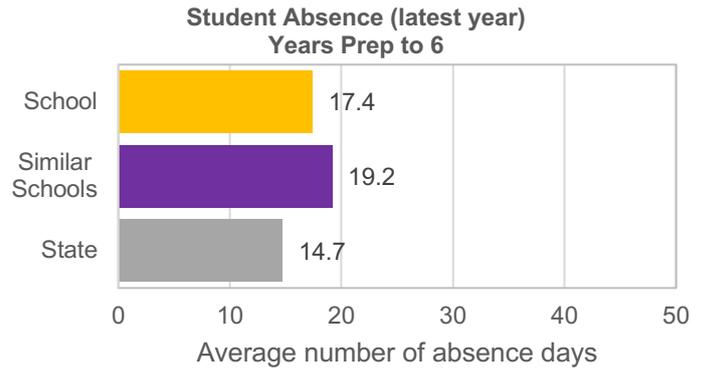
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	17.4	17.8
Similar Schools average:	19.2	18.0
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	92%	91%	90%	92%	92%	89%

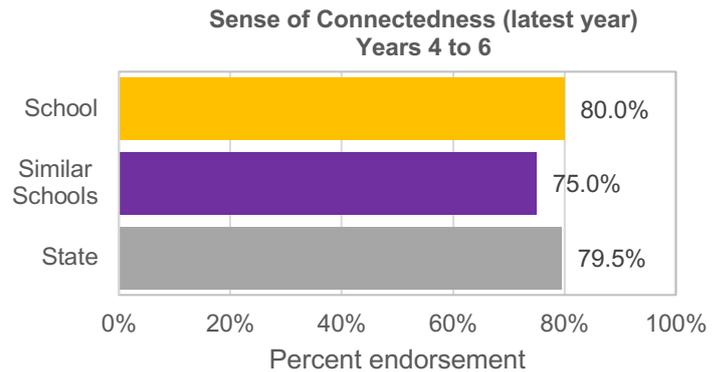
**WELLBEING**

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	80.0%	80.0%
Similar Schools average:	75.0%	76.8%
State average:	79.5%	80.4%

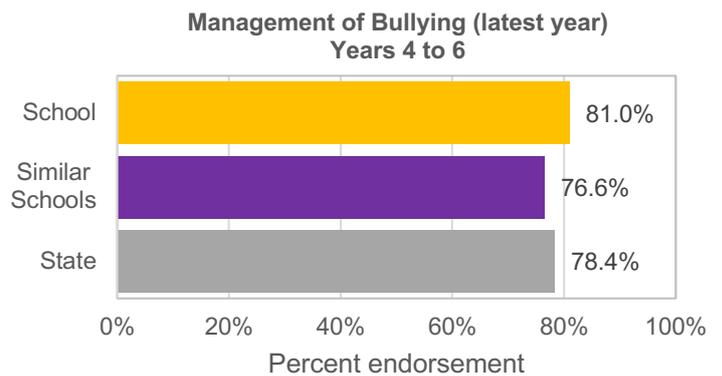


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	81.0%	79.7%
Similar Schools average:	76.6%	77.6%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$2,991,133
Government Provided DET Grants	\$610,071
Government Grants Commonwealth	\$8,101
Government Grants State	\$0
Revenue Other	\$2,218
Locally Raised Funds	\$132,611
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,744,134</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$332,357
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$332,357</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$2,942,662
Adjustments	\$0
Books & Publications	\$2,773
Camps/Excursions/Activities	\$51,880
Communication Costs	\$3,801
Consumables	\$90,025
Miscellaneous Expense <sup>3</sup>	\$4,176
Professional Development	\$8,029
Equipment/Maintenance/Hire	\$67,903
Property Services	\$137,043
Salaries & Allowances <sup>4</sup>	\$167,808
Support Services	\$93,349
Trading & Fundraising	\$23,322
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,322
<b>Total Operating Expenditure</b>	<b>\$3,618,091</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$126,042</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$357,425
Official Account	\$1,231
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$358,657</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$104,645
Other Recurrent Expenditure	\$20
Provision Accounts	\$0
Funds Received in Advance	\$19,883
School Based Programs	\$64,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$125,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$323,548</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*