2017 Annual Report to the School Community

School Name: Traralgon (Kosciuszko Street) Primary School

School Number: 4699

Please note: Completed reports are to be uploaded to the Strategic Planning Online Tool (SPOT) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

VICTORIA State Government | Education and Training

About Our School

School Context

Traralgon (Kosciuszko St) Primary School is located in the township of Traralgon in the Latrobe Valley area. We offer our 282 students an attractive, safe and positive climate for learning. The physical environment is well maintained and there is adequate space for students to engage in specialist programs. This school has 24.04 equivalent full time staff: 2 Principal class, 1 Leading teacher, 15.6 teachers and 7 (5.44 EFT) Education Support Staff (Classroom Based), 1 Education Support trainee and 3 Education Support Staff (Office Based). Students are grouped into 13 classes, there were two Prep classes and the other classes were composite 3 X 1/2s, 1 X 2/3, 3 X 3/4s and 4 X 5/6s. Our students are predominantly from across the Traralgon township and a small number travel from the surrounding districts. We have a stable school population with most students completing all their primary schooling with us. Students report strong connection to the school and this is evidence by attendance rates which have been consistently higher than that of similar schools. Parent satisfaction with the school is also very strong and we enjoy good, positive support from families. The school community is committed to ongoing improvement and striving for excellence in teaching and learning at every level across the school. The classroom focus is on literacy and numeracy with specialist teachers dedicated to providing Kitchen Garden, Art, ICT and Physical Education sessions. There is a commitment to a daily two hour literacy block and one hour numeracy block to promote student growth in these areas. The breadth of curriculum exposure provides a comprehensive and flexible learning program to meet our students' individual needs. Our teacher's collaborate in Unit based Professional Learning Communities (PLCs) to examine student data and plan appropriately. PLCs provide opportunity for support for teacher development and to improve teacher effectiveness and student outcomes. The school has developed through lines and utilise the Mappen resource to ensure consistency in delivery of curriculum and follow up from staff. Recent work has focussed on building teacher capacity to develop common assessment tasks to measure student knowledge and plan appropriate tasks for engagement and learning. The Gradual Release of Responsibility framework is utilised to support the development of student skills and knowledge across curriculum areas. Principal class staff at the school utilise peer connections through engagement in the Traralgon based FISO group and Latrobe Valley Principals Network.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching & Learning
In 2017 there was a strong focus on creating school wide practices and understandings of what excellence in teaching and learning encompasses for the staff of Kosciuszko Street Primary School. This involved implementing an assessment schedule across the school, which directly informed PLC planning, and focus. The introduction of Cleartrack as a school wide data-tracking tool has ensured that processes around data collection are transparent and can be readily accessed by staff and Leadership. Five staff members completed Bastow's Leading PLC course that directly influenced the effectiveness of the PLCs. Number was a constant focus throughout the year with PLCs working collaboratively to build understanding of the curriculum and the continuum of learning mathematical concepts. This knowledge was embedded into the development of CATs and the interpretation of the data gained from these. With a strong focus on the Evaluate & Diagnose and Prioritise & Set Goals elements of the FISO Inquiry Cycle the focus for 2018 will be to focus heavily on the Develop & Plan and Implement & Monitor elements through providing staff with professional learning on the High Impact Teaching Strategies of Explicit Teaching and Differentiated Teaching.

Positive Climate for Learning
The school prioritised the strengthening of practices relating to setting expectations and promoting inclusion. The appointment of an Acting Leading Teacher to lead Positive Behaviour Support and Behaviour management has resulted in a significant decrease in behavioural referrals, and the majority of negative behaviours belonging to a small number of students. Cleartrack was utilised to track these behavioural referrals and allowed for increased communication of concerns. The SWPBS matrix is embedded within the school and teachers are more consistent in the management of behaviour. The focus for 2018 will be on targeting students who require support in self-regulating their behaviour through small group focuses.

Achievement

The dedicated in school PLC meetings allowed for collaborative development of Common Assessment Tasks which were used to pre-assess student knowledge and understanding. In PLCs staff worked collectively to improve their knowledge of the Victorian Curriculum which directly influenced the preparation and delivery of lessons. Teachers used post-assessments to accurately measure student growth and diagnose areas of concern. A curriculum day focused on student assessment saw the development of data walls in the areas of Reading, Writing and Maths using triangulated data. This was revisited throughout the year and resulted in more accurate reporting to parents.
Through the analyses and interpretation of the data walls, it was determined that a focus on writing was a matter of urgency. In term 4, all classroom teachers attended a VCOP & Big Write Professional Learning day. This allowed teachers to develop and use a common language for teaching writing and has allowed for writing to be a focus in 2018. All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual annual goals.

Engagement

The inquiry units from the MAPPEN resource assisted staff to improve the planning and implementation of integrated units of work which promoted higher levels of engagement from the students. The Senior unit called 'Bizarre Bizarre' based on creativity allowed the students to create, develop and market a product which they then used to raise money for a selected charity. The middle unit called 'In their shoes' focussed on developing an understanding of social justice increasing the students understanding of the issues faced by people with disabilities. The Junior unit was based on sustainability and allowed the students to take a hands on approach to understanding these concepts. There has been positive levels of feedback around student engagement, voice and choice the inquiry units are providing.

The school is recognised as a leader in the area of student attendance having had consistently performed above the state average. The Principal was invited to speak at the Latrobe Valley network meeting to share the existing practices. The range of strategies used promote student attendance and included engaging learning programs, regular communication in the school newsletter, provision of weekly, term or semester awards to celebrate regular attendance were key actions. Developing positive relationships between family and home was also recognised as a key driver for strong attendance. The Principal team provided individualised support to families with complex needs and chronic attendance. Individual students demonstrating school refusal were supported thorough the establishment of quality relationships, review of school programming and the setting of goals relating to attendance.

A range of student leadership and engagement opportunities were made available to Kossie students. Student representatives were selected to be leaders on school based groups including Junior School Council, Library leaders, Green team. Grade 6 students were able to elect to become House and School Captains and a selection process was implement to ensure quality, committed leaders who would represent the school were identified.

Wellbeing

Student Attitudes to School results in the elements of Sense of Connectedness and Management of Bullying have shown significant improvement from the lower range in 2016 to the similar range in 2017. This improvement can be attributed to the embedding of the 4Rs matrix and the focus on building a positive climate for learning. The following up of issues identified in student surveys was undertaken by the Acting Leading Teacher. The school targeted particular cohort data (ie. Grade 6 girls) and set directions to target programming and interventions based on student feedback. The school wide expectations were consistently implemented in all classrooms and areas of the school. Incidents were recorded in Cleartrack allowing for examination in trends and for appropriate preventative strategies to be implemented in future. Positive behaviours were acknowledged by staff through the use of Class Dojo as a school wide system.The Response to Intervention model continued to be used to identify universal supports for student wellbeing. Latrobe Valley Student Support staff provided program assistance for level 3 top tier students. Professional development for staff has ensured that there is greater understanding of family context and childhood trauma.

For more detailed information regarding our school please visit our website at www.kossie.vic.edu.auu

Performance Summary

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

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

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

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

School Profile

Enrolment Profile

A total of 275 students were enrolled at this school in 2017, 131 female and 144 male.

1 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Similar Similar

Performance Summary

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 28 % 56 % 15 % Low Medium High **Numeracy** 26 % 54 % 21 % Low Medium High **Writing** 24 % 61 % 16 % Low Medium High **Spelling** 26 % 67 % 8 % Low Medium High **Grammar and Punctuation** 36 % 38 % 26 % Low Medium High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▮ (yellow)
Results for this school: ● Median of all Victorian Government Primary Schools: ◆ (green)

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2017 attendance rate by year level:	Results: 2017 0 ——————— 50 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) 0 ——————— 50 Few absences <------> Many absences	● Higher ● Higher

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	93 %	92 %	94 %	94 %	92 %	92 %

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ——————————— 100	● Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ——————————— 100	● Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement
  - student achievements in:
    - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
    - English and Mathematics for teacher judgements against the curriculum
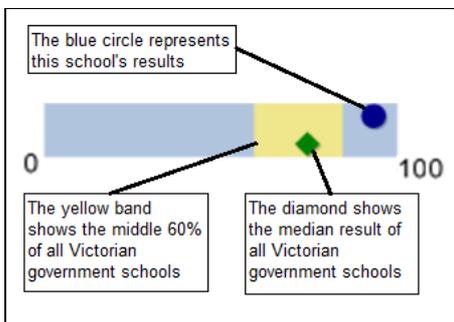   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
  - student attendance and engagement at school
    - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
  - Attitudes to School Survey (ATOSS)
    - Sense of connectedness
    - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).


The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

Higher

Similar

Lower
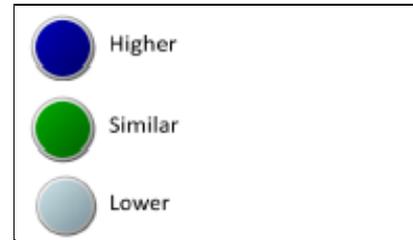
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

During the 2017 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 2017, a small surplus was carried forward to facilitate refurbishment to parts of the school. Major spending in 2017 included the finalisation of installation of new playground equipment including new soft fall and shade structures. New computers and iPads were purchased. Equity funding allowed the continuation of the Speech Therapy Assistance program that enabled students who needed support in the area of language to engage in one in one teaching.

The School funding was from Department Grants including equity funding and special grants for Professional Learning Communities and School Intervention Funding. Camps Sports and Excursion funds were also a large part of our funding for student extra curricula activities. Our small band of volunteers on the fundraising committee raised funds to support our students

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$2,481,610
Government Provided DET Grants	$494,010
Government Grants Commonwealth	$5,500
Revenue Other	$26,632
Locally Raised Funds	$156,891
Total Operating Revenue	**$3,164,643**

Equity[1]	
Equity (Social Disadvantage)	$428,023
Equity Total	**$428,023**

Expenditure	
Student Resource Package[2]	$2,448,154
Books & Publications	$12,812
Communication Costs	$4,724
Consumables	$69,054
Miscellaneous Expense[3]	$89,206
Professional Development	$22,507
Property and Equipment Services	$218,606
Salaries & Allowances	$217,866
Trading & Fundraising	$34,751
Utilities	$25,410

Total Operating Expenditure	**$3,143,090**
Net Operating Surplus/-Deficit	**$21,552**
Asset Acquisitions	**$88**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$33,462
Official Account	$28,368
Other Accounts	$100,517
Total Funds Available	**$162,347**

Financial Commitments	
Operating Reserve	$102,108
Maintenance - Buildings/Grounds incl SMS<12 months	$12,800
Revenue Receipted in Advance	$4,996
Other recurrent expenditure	$39,643
Total Financial Commitments	**$159,547**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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