School Strategic Plan 2024-2028

Traralgon (Kosciuszko Street) Primary School (4699)

Submitted for review by Chelsea Granger (School Principal) on 21 June, 2024 at 10:29 AM
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School vision	At Traralgon (Kosciuszko Street) Primary School, we are building a culture of excellence through high-quality teaching and a high-quality curriculum design. We have high expectations of our students' commitment to fostering a community of inclusivity, valuing their own personal success as well as the success of their peers, and striving for excellence as learners. Our vision statement is: Empowering all students to learn and achieve. We aim to achieve this by: Providing students with high quality teaching and creating a safe and supportive learning environment.
School values	To help us achieve our vision and ensure we have a safe and calm learning environment, we follow our core values and ensure they underpin all that we do: RESPECTFUL: - We treat ourselves and others with consideration. - We appreciate and value individual differences and opinions. - We use positive body language, kind words, and active listening. RESPONSIBLE: - We are accountable for our own actions. - We understand that our actions can affect ourselves and others. - We strive to be the best learners we can be. RESILIENT: - We are open to challenges. - We always try to opt-in, not opt-out. - We see making mistakes as a part of our learning. READY: - We are ready to learn. - We are organised.
Context challenges	Traralgon (Kosciuszko Street) Primary School is located in the Latrobe Valley, 160 km southeast of Melbourne. The school is well established, has excellent facilities, and has provided outstanding education for local children since 1954. The buildings comprise 14 classrooms, and the grounds contain two adventure playgrounds in addition to several outdoor learning and passive recreation areas. The school provides an approved curriculum framework based on the Victorian Curriculum and implements an explicit direct instruction model to ensure that students achieve academic success through structured and effective teaching methods. Kossie has created a culture where student excellence is promoted and celebrated in literacy, numeracy, physical education/sports, and visual arts. The school also provides students with specialized classes in AUSLAN, Digital Technologies, Science, and Kitchen and Garden. Our current enrolment number is approximately 315 in 2024. Students are predominantly from the immediate neighbourhood. The school has a stable population, with most students completing all their primary schooling at Kossie. The Student Family Occupation and Education (SFOE) index was 0.4250 in 2024. The overall socio-economic profile is categorised as medium. CHALLENGE 1 To improve the learning growth of every student in literacy and numeracy across the school. CHALLENGE 2 To enhance student engagement in their learning and foster a stronger sense of community and belonging. CHALLENGE 3 To increase attendance rates among equity-funded students. CHALLENGE 4: To enhance the support provided to students with disabilities and additional needs, focusing on improving their wellbeing and learning outcomes.
Intent, rationale and focus	INTENT The intent of this strategic plan is to set future directions for our school for student achievement including, strengthening the whole school instructional approach, improving the pedagogical practices of all teachers, and improving the wellbeing outcomes for our students.

RATIONALE
The school's recent review and self-assessment highlighted:
- The importance of strengthening the school's instructional approach by refining practices.
- The necessity of improving formative and summative assessment practices and differentiation.
- The need to embed the Response to Intervention (RTI) system of support.
- The requirement to refine whole-school processes to maximize student attendance.

FOCUS
Our strategic focus will be on the following two goals:
- To optimise student learning growth in literacy and numeracy.
- To enhance student-wellbeing outcomes

Traralgon (Kosciuszko Street) Primary School will continue to strive to ensure that learning growth for every individual student is maximized. Building teachers' instructional practice and capacity to support a rich, relevant, and challenging learning program to meet the needs of all students will remain a priority in this Strategic Plan period.

We are prioritising the work of embedding the school's Instructional Model, maintaining an evidence-informed approach based upon the effective use of multiple data sources to inform and guide teaching and building upon our established collaborative approach to build the capacity of all teachers – this will primarily take place within our PLC structures (team and whole-school) during the course of this Strategic Plan. The implementation of Explicit Direct Instruction (EDI) will continue to be employed to enhance student understanding and mastery of core concepts, ensuring all students make significant academic progress.

Efforts will continue to be made and refined to reduce the equity gap and increase opportunities for all students, regardless of their background, through targeted interventions and support. By standardising lesson delivery, we aim to continue to improve instructional quality, thereby enhancing student engagement and academic performance across the school. The changes in our instructional approach has required us to investigate and refine our formative and summative assessment practices with the aim of providing more accurate and timely feedback on student learning, allowing for better-informed instructional decisions and personalised support.

The embedding of the Response to Intervention (RTI) system will help identify and address student needs promptly, ensuring appropriate interventions are provided to support academic and behavioural success.

We will continue to work towards providing a learning environment where students feel safe, are aspirational and are provided with opportunities to flourish. We need to continue to ensure that our students are supported to reflect on their learning and their ability to plan, monitor and self-regulate their own learning.

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Goal 1	To optimise student learning growth in literacy and numeracy
Target 1.1	By 2028, increase the percentage of Year 1 to 6 students making at least 1 Victorian Curriculum level of learning progress each school year, according to Teacher Judgement in • Reading from 78% (2023) to 86% • Writing from 85% (2023) to 93% • Number and Algebra from 72% (2023) to 80%
Target 1.2	By 2028, increase the percentage of Year 5 students attaining Strong or Exceeding NAPLAN Proficiency levels in • Reading from 76% (2023) to 84% • Writing from 58% (2023) to 70% • Numeracy from 58% (2023) to 78%
Target 1.3	By 2028, positive endorsement of the SSS factor • Teacher collaboration will increase from 83% (2023) to 87% • Collective focus on student learning will be maintained at or above 93% (2020 to 2023 4-year average)
Key Improvement Strategy 1.ay The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Further strengthen whole school instructional approach through targeted professional learning and structured feedback
Key Improvement Strategy 1.ay Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.by Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Investigate, refine and implement formative and summative assessment practices to inform student learning growth
Key Improvement Strategy 1.by Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.cy	Develop teacher capacity to differentiate student learning within the school's instructional approach

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.cy Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Goal 2	To enhance student wellbeing outcomes
Target 2.1	By 2028, positive endorsement of the AToSS factor • Sense of confidence will increase from 74% (2023) to 86% • Motivation and interest will increase from 79% (2023) to 92% • Self-regulation and goal setting will increase from 86% (2023) to 92%
Target 2.2	By 2028, positive endorsement of the AToSS factor • Emotional awareness and regulation will increase from 69% (2023) to 81% • School connectedness will increase from 82% (2023) to 93%
Target 2.3	By 2028, • the percentage of 20+ days absent by Equity funded students will decrease from 46% (2023) to 38% • the percentage of unexplained absences will decrease from 31% (2023) to 18%
Key Improvement Strategy 2.ay Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed the Response to Intervention (RTI) system of support to enhance student wellbeing, learning and inclusion
Key Improvement Strategy 2.ay Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.by Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Investigate and implement a whole school approach to strengthen student agency in learning
Key Improvement Strategy 2.by The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	

Key Improvement Strategy 2.cy The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop student capacity for self-regulation/co-regulation through targeted whole-school practices
Key Improvement Strategy 2.cy Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.cy Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.dy The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Review and refine whole-school processes to maximise student attendance
Key Improvement Strategy 2.dy Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	