

# 2022 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 of the previous calendar year 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 24 March 2023 at 09:56 AM by Chelsea Granger (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 March 2023 at 07:17 PM by Ali Lang (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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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

#### Learning

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

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## 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

Kosciuszko Street Primary School offers a dynamic and friendly environment where students and staff can grow in a safe, vibrant, and an invigorating culture. At Kossie our moral purpose is to “empower all students to learn and achieve” to ensure a bright and active future. We have a strong focus on academic achievement and implement an explicit direct instruction model throughout the curriculum to ensure all students have access to an informative and extensive curriculum.

Through the implementation of a Knowledge Based Curriculum our students receive high quality instruction which allows learning to flow seamlessly from Prep to Grade 6. Our teachers are trained using current research with a strong focus on Science of Reading and Cognitive Load Theory.

Students are predominantly from the immediate neighbourhood. The school has a stable school population with most students completing all their primary schooling at Kossie.

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 our 280 students an attractive, safe and settled environment with spacious grounds. The school has 36 staff: 2 principal class, 13 classroom teachers and 4 specialist teachers (a mix of part time positions), 7 classroom-based Education Support Staff, 1 Student Welfare focused Education Support staff and three office based Education Support Staff. During 2022 the structure is comprised of thirteen classes, specialist Stephanie Alexander Kitchen Garden, Physical Education and Visual Arts.

Kossie has developed a comprehensive approach to student wellbeing through the development of our School Wide Positive Behaviour Support Program, (SWPBS). Students are explicitly taught appropriate behaviours and how to self-regulate. Our school is proud of our four values: Be Respectful, Be Resilient, Be Ready and Be Responsible and we use these to provide explicit guidance and feedback to students.

Working together in the interest of student progress and development in all areas, including student wellbeing, is vital to achieving the best possible outcomes for all of our students.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

It has been a year of consistent change in the area of teaching and learning. After trialing some aspects of the Science of Reading in 2021, we launched ourselves into this evidence-based approach grades Prep – 6. Teachers implemented their knowledge of Scarborough’s Reading Rope to explicitly teach the essential skills that children need to become proficient readers, as well as what is commonly known as the “Big Six”: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Oral Language. All teachers in grades prep – 4 were trained in the synthetic systematic phonics approach, Sounds Write. Acknowledging that our students had a disrupted 2 years with COVID, Sounds Write was explicitly taught in grades prep to 4. We are hoping that this level of instruction will not be required for students in grades 3 & 4 in 2023, due to the consistency of the delivery of the program in their grades prep – 2 years.

In order to ensure that students receive the background knowledge that they need to complete complex reading strategies such as inferring, we have implemented a Language Arts Knowledge Based Curriculum from Prep to 6. The Core Knowledge Curriculum is based on the research led by Dr. E.D Hirsch who developed his concept of cultural literacy—the idea that reading comprehension requires not just formal decoding skills but also wide-ranging background knowledge, including development of the relevant vocabulary. Cognitive Science tells us that background knowledge is at least as important to reading comprehension as reading “skills.” Using Explicit Direct Instruction to deliver this content had a significant effect on the engagement and content retention of the students. The increased engagement in students was exciting for staff, students and their families. Students in grades 5 & 6 were also taught using the Reading Reconsidered Curriculum (Doug Lemov) which is also Knowledge-Based but is more heavily text-based. The sequence of these curriculums ensure that students are learning new knowledge which builds upon what they are taught in previous years of their schooling.

In Semester 2 we also focused on The Writing Revolution, Hochman Method of writing instruction. This approach links seamlessly with the knowledge-based approach to reading, as it requires students to only use information that they have already acquired to learn the elements of writing. It is a sequenced approach which builds from sentences to compositions. All students commenced this instruction in Term 3 and the impact of breaking down sentences into manageable chunks was identified instantly. This will be developed further in 2023 with a whole school scope and sequenced developed and implemented.

With the positivity surrounding the Explicit Direct Instruction for Language Arts, teachers became intrinsically enthusiastic about trialing this model in their mathematics instruction. It was believed that this would ensure that high quality curriculum and high-quality instruction would be delivered in every classroom. This also led to trial of daily reviews in mathematics. These trials were highly successful, with students recalling the skills they had been taught previously at a much higher rate than prior to the trial. EDI instruction in maths and daily reviews will be implemented in 2023. Results in the student survey support this shift with 94% positive endorsement for Stimulated Learning compared to 75% from Similar Schools and 78% from the state.

Our Response to Intervention (RTI) Program in 2022 was extensive, although due to COVID was often interrupted. We had 2 teachers share the role at a full-time rate, with a focus on phonics using Sounds Write, and numeracy. Education Support staff were also upskilled to support the students who were receiving additional support to embed strategies in the classroom.

## Wellbeing

The 2022 results from the Student Survey indicated that students at Kosciuszko Street Primary School have a strong sense of connectedness. 93% of students report a sense of connectedness compared to 76% of Similar Schools and the State average of 76%. This data is extremely positive and is indicative of the vision to implement a wellbeing officer to further bolster the welfare team.

Our Management of Bullying data shows much higher percentages of endorsement than that of Similar Schools and the State. Our school's percentage endorsement was 85% compared to Similar Schools of 75% and State average of 76%. Kosciuszko Street is proud of the way we implement School Wide Positive Behaviour Support and the whole school approach to explicitly teaching behavioural expectations. Having such a strong foundation for our approach to behaviour allows us to target interventions to those who need it.

Respectful Relationships was our main tool for developing social and emotional literacy and we measured this using the Personal and Social Capability of the Victorian Curriculum. The Zones of Regulation was implemented as a tier two intervention by the wellbeing officer with targeted students. This supported students to co-regulate and self-regulate their behaviour and build their emotional literacy.

Our Compass Chronicles also provided us with a baseline in terms of student incidents including where these events occurred and who was involved. This gave us a basis for action as the chronicles identified which students needed further social/emotional support. In 2023 we will be implementing The Resilience Project across the school to continue to develop this area.

## Engagement

In 2022, the student absence data indicated that each child averaged 22.8 school days absent. This was equal to the State average. The influence of the statewide COVID-19 protocols of 2022 need to be considered in this data.

During 2022 it was pleasing to see school events return to almost "normal" with an Open Evening held in term one. The participation from families was outstanding and set the tone for what would be a year with relatively high engagement from families.

As mentioned, students were highly engaged by the curriculum and the shift in how teachers deliver the curriculum. This may have attributed to the increase in engagement by families in the two Parent Teacher Interviews during the year.

Other events such as the Colour Run and Sports Carnivals also saw increased engagement from families than in previous years.

Student Leadership evolved during the earlier months of the year, with student leaders providing assembly through the use of virtual conferencing. In the second half of the year the whole school celebrated their week with assemblies moved to the hall. Towards the end of the year a gentle trickle of families started to join assemblies as the COVID protocols lifted. In 2023, we are hoping that our families will be able to join us for whole school assemblies.

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## Financial performance

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 2022 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 2022, there was a highly invigorated fundraising team who raised more funds than typical. The funds raised were used to support purchase of new furniture for classrooms. Funds raised from the Colour Run will be used to install outdoor tables for an outdoor learning space in 2023.

The equity money received from the department was used to continue 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 2.0 (FISO 2.0).

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 280 students were enrolled at this school in 2022, 128 female and 152 male.

1 percent of students had English as an additional language and 4 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).

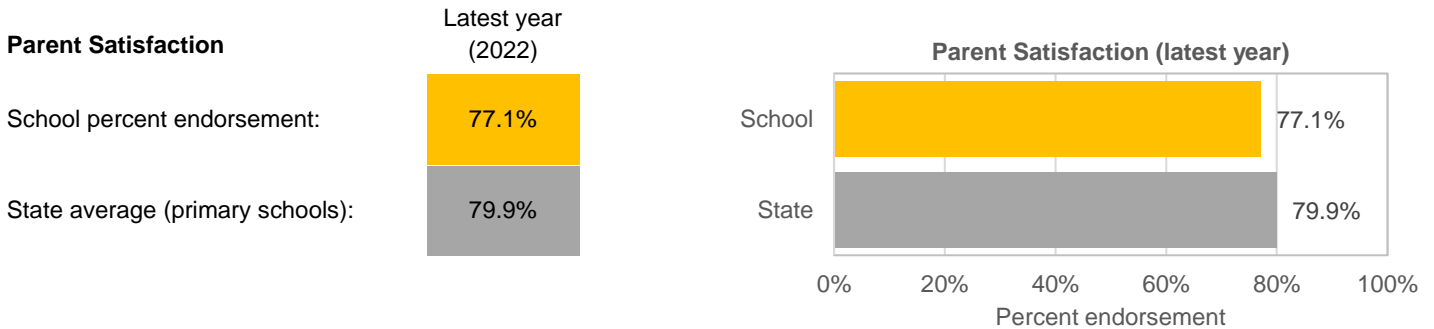
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

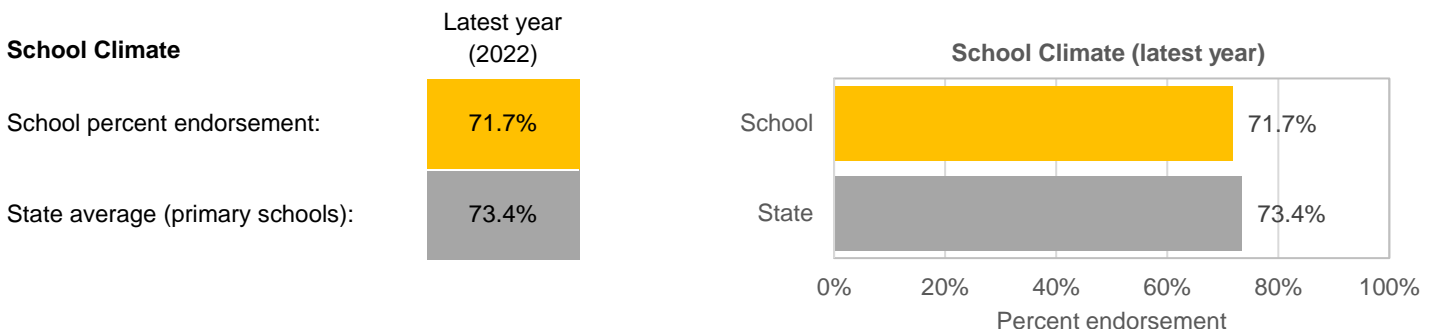


### School Staff Survey

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.



## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

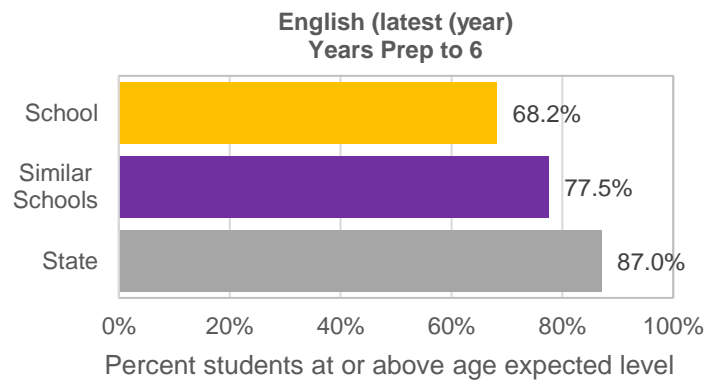
68.2%

Similar Schools average:

77.5%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

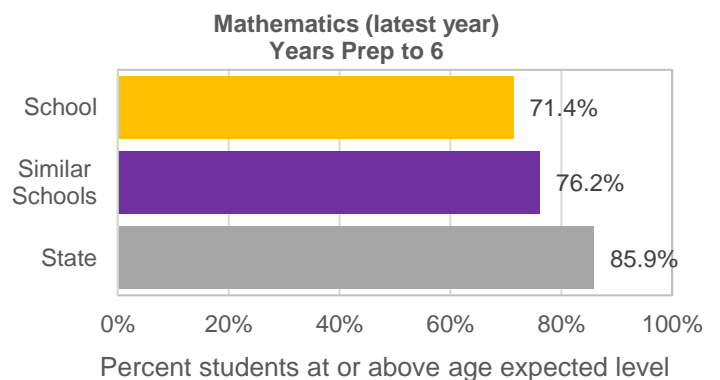
71.4%

Similar Schools average:

76.2%

State average:

85.9%





## LEARNING (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.

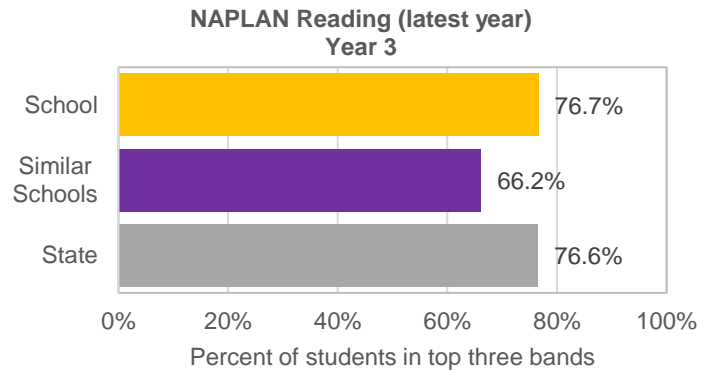
### NAPLAN

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 2019, 2021 and 2022 data.

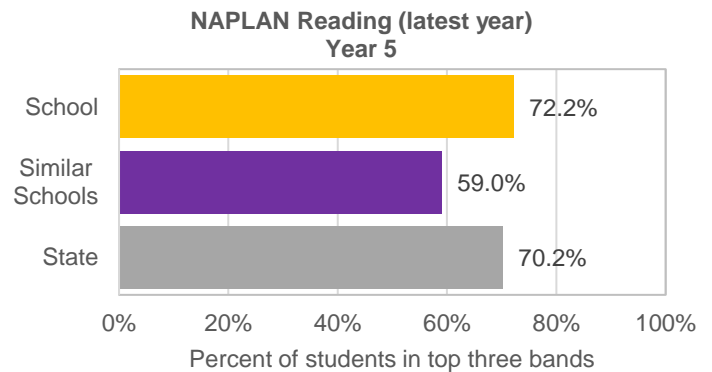
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.7%	68.4%
Similar Schools average:	66.2%	66.6%
State average:	76.6%	76.6%



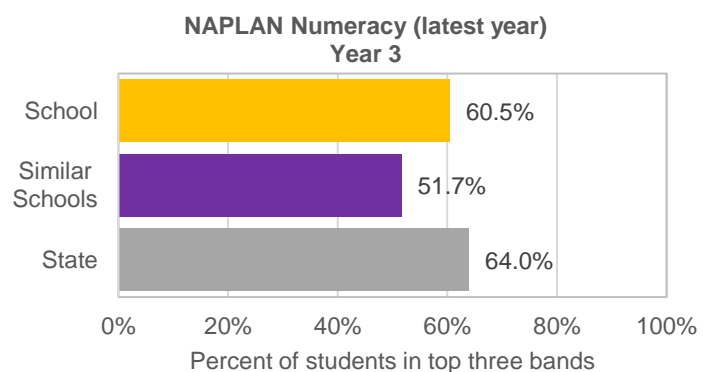
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.2%	62.0%
Similar Schools average:	59.0%	59.1%
State average:	70.2%	69.5%



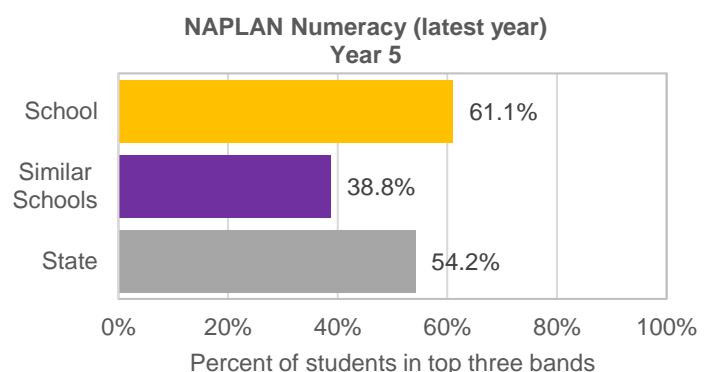
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.5%	56.9%
Similar Schools average:	51.7%	54.7%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.1%	48.1%
Similar Schools average:	38.8%	44.5%
State average:	54.2%	58.8%



## WELLBEING

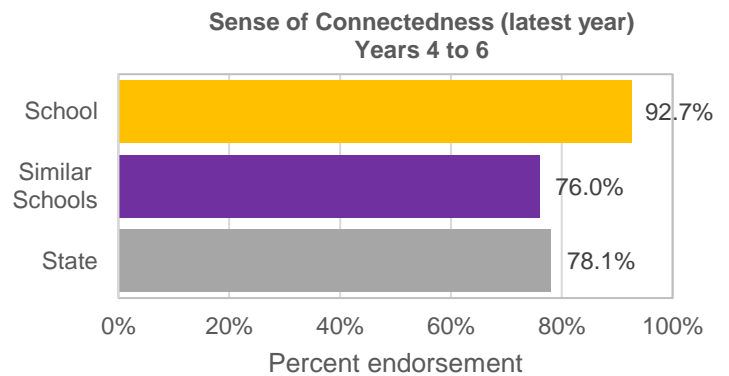
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	92.7%	83.3%
Similar Schools average:	76.0%	75.4%
State average:	78.1%	79.5%

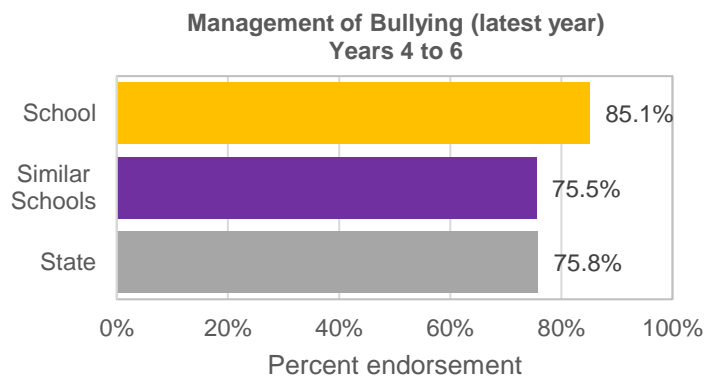


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	85.1%	80.3%
Similar Schools average:	75.5%	75.9%
State average:	75.8%	78.3%



## ENGAGEMENT

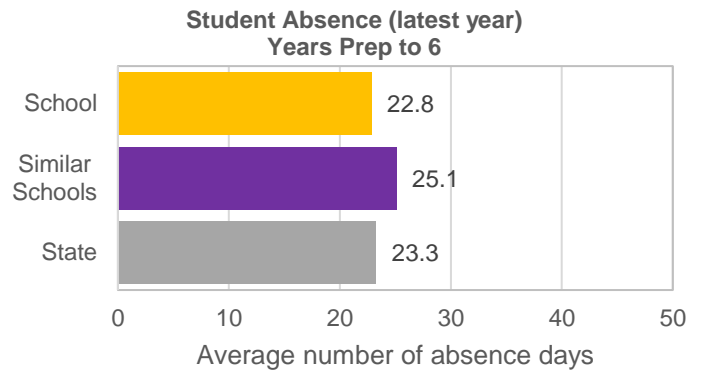
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.8	19.7
Similar Schools average:	25.1	19.2
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	89%	88%	88%	87%	89%	87%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,090,264
Government Provided DET Grants	\$705,410
Government Grants Commonwealth	\$12,594
Government Grants State	\$0
Revenue Other	\$10,049
Locally Raised Funds	\$135,842
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,954,158</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$317,106
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$317,106</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,079,352
Adjustments	\$0
Books & Publications	\$2,814
Camps/Excursions/Activities	\$65,685
Communication Costs	\$3,611
Consumables	\$75,533
Miscellaneous Expense <sup>3</sup>	\$4,726
Professional Development	\$11,192
Equipment/Maintenance/Hire	\$50,477
Property Services	\$140,133
Salaries & Allowances <sup>4</sup>	\$209,312
Support Services	\$80,679
Trading & Fundraising	\$71,145
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,071
<b>Total Operating Expenditure</b>	<b>\$3,822,732</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$131,426</b>
<b>Asset Acquisitions</b>	<b>\$31,299</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 25 Feb 2023 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 2022**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$418,852
Official Account	\$18,951
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$437,803</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$113,848
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$3,225
School Based Programs	\$163,209
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$12,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$67,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$359,282</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.*