

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 19 March 2024 at 06:52 PM by Chelsea Granger (Principal)

- This 2023 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 22 March 2024 at 07:39 AM 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).

Key terms used in the Performance Summary are defined below:

#### Similar Schools

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.

#### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# 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 the 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 305.4 students an attractive, safe and settled environment with spacious grounds. The school has 37 staff: 2 principal class, 13 classroom teachers and 5 specialist teachers (a mix of part time positions), 12 classroom-based Education Support Staff, 1 Student Welfare focused Education Support staff and two office based Education Support Staff. During 2023 the structure is comprised of thirteen classes, specialist Stephanie Alexander Kitchen Garden, Physical Education, Science, 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

In response to our 2022 focus on enhancing literacy instruction, we shifted our attention towards refining our mathematics teaching methodologies. Following a trial period in the latter half of 2022, it became evident that our priority should be the development of high-quality mathematics lessons. Guided by research from the School Improvement Team, our school adopted the Shaping Minds Maths Curriculum. This curriculum emphasizes a spaced approach to teaching mathematical skills and topics, such as multiplication, division, and addition, over an extended period. The rationale behind spacing out lessons throughout the year lies in the utilization of Daily Review sessions, supported by evidence indicating that spaced retrieval enhances student learning effectiveness.

Building upon the professional learning completed on the Explicit Direct Instruction Model in 2022, our staff deepened their understanding in 2023. This was achieved through the refinement of mathematics lessons and the integration of daily review practices. Additionally, professional development sessions delivered by members of the School Improvement Team further enriched our approach.

Although Numeracy wasn't the primary focus of staff professional development, our NAPLAN results demonstrate commendable performance, with Kossie students achieving Strong or Exceeding proficiency levels above Similar Schools in all areas. Despite changes in NAPLAN scoring making it difficult to assess adherence to targets outlined in the Annual Implementation Plan, we are pleased with our students' achievements. Notably, our students surpassed similar schools in Numeracy, with Grade Three students trailing the state average by only 3%.

By the end of the 2023 school year, Traralgon (Kosciuszko Street) Primary School catered to 40 students with Individual Education Plans. These plans established individualized goals for students, with progress being regularly monitored. Student Support Group Meetings held each term facilitated goal reviews with families. The student cohort included those with diagnosed disabilities meeting DET Program for Students with Disabilities criteria, students in Court Ordered Out of Home Care, and Koorie students.

### Wellbeing

Results from the 2023 Student Survey indicate a robust sense of connectedness among students at Kosciuszko Street Primary School, with 84% reporting feeling connected compared to 75% in Similar Schools and a state average of 77%. This data underscores our commitment to fostering connections among students, the school, and the community. Our management of bullying data reflects significantly higher endorsement rates compared to Similar Schools and the State, with our school achieving 82% endorsement compared to 76% in Similar Schools and a state average of 75%. We attribute this success to the implementation of School Wide Positive Behaviour Support and a whole-school approach to teaching behavioural expectations. These foundational practices enable targeted interventions for those in need. Our main tools for nurturing social and emotional literacy are Respectful Relationships and The Resilience Project, with measurement conducted using the Personal and Social Capability of the Victorian Curriculum.

## Engagement

In an effort to bolster student attendance, our school enacted comprehensive measures aimed at addressing absenteeism. These initiatives included the implementation of robust universal practices, such as daily monitoring and regular check-ins conducted by our dedicated well-being team with individual families. Despite these proactive efforts, the 2023 student absence data revealed a concerning trend, with an average of 24.3 school days absent per child, surpassing the State average of 20.5 days. This disparity highlighted the persistent challenge our school faced in ensuring consistent attendance among students.

At Kosciuszko Street Primary School, we maintain elevated standards for each student, nurturing an environment where excellence is both expected and celebrated. As students advance and master new concepts and skills, we take great joy in recognizing and commemorating their individual achievements. Our students actively participate in sharing their learning experiences with their families, fostering a strong sense of connection between home and school. Moreover, we witness remarkable levels of engagement during special occasions and events specifically designed to honor and celebrate their educational accomplishments. These celebratory moments serve not only as a testament to our students' hard work and dedication but also as a source of inspiration and motivation for continued growth and success.

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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 2023 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 2023, 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. 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  
[www.kossie.vic.edu.au](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 291 students were enrolled at this school in 2023, 134 female and 157 male.

3 percent of students had English as an additional language and 6 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).

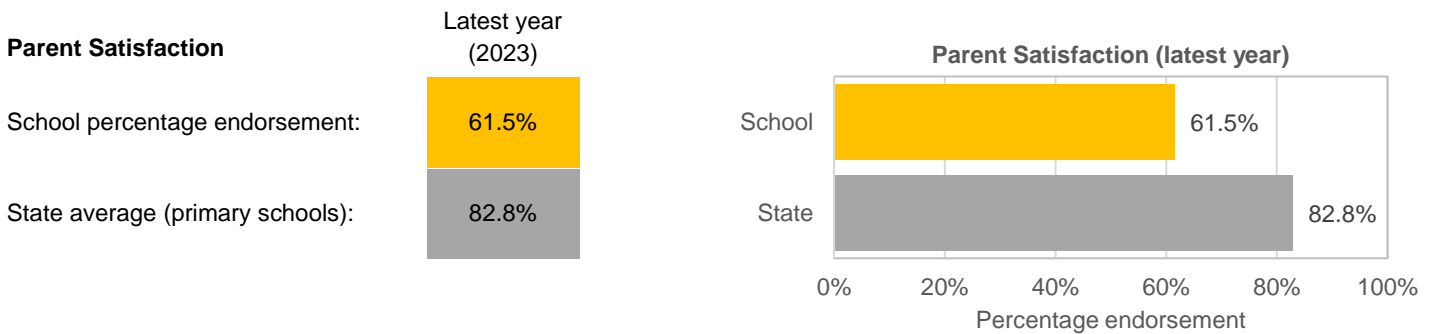
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

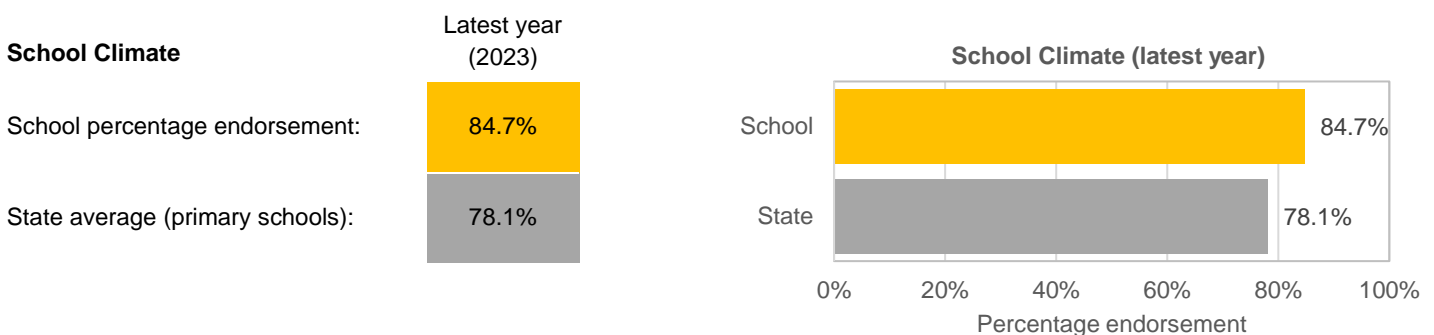


### School Staff Survey

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 against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

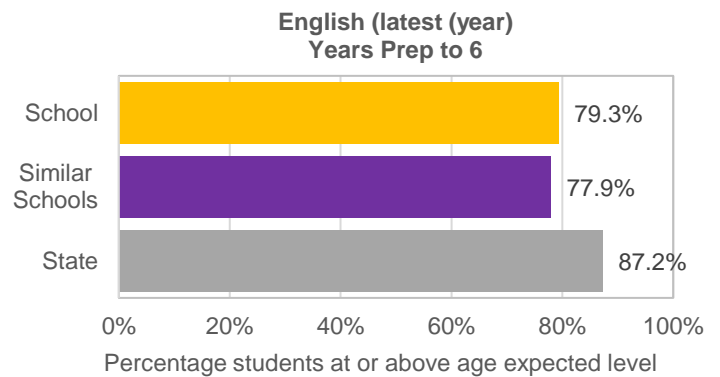
79.3%

Similar Schools average:

77.9%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

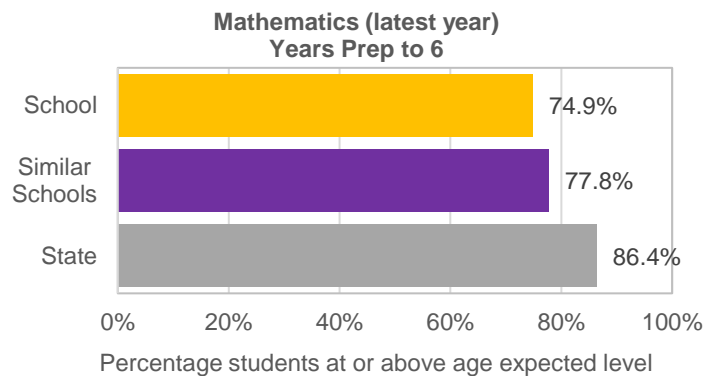
74.9%

Similar Schools average:

77.8%

State average:

86.4%



## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

67.9%

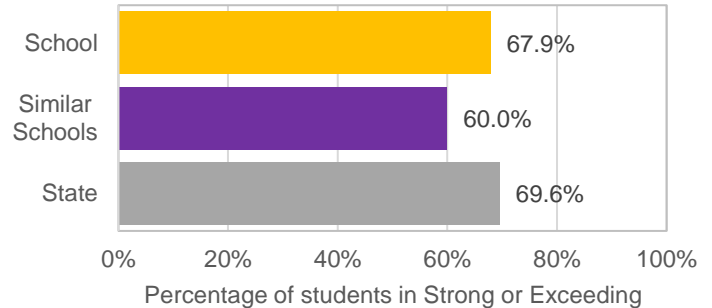
Similar Schools average:

60.0%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.3%

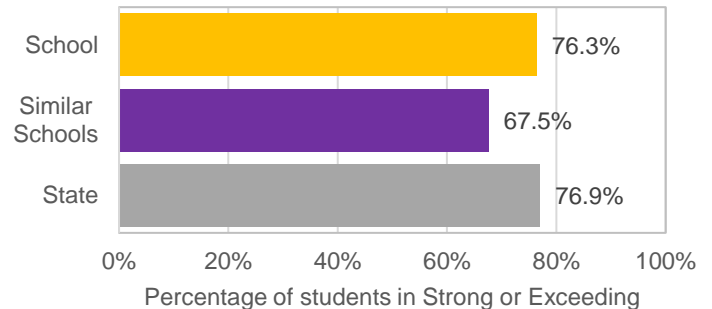
Similar Schools average:

67.5%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.3%

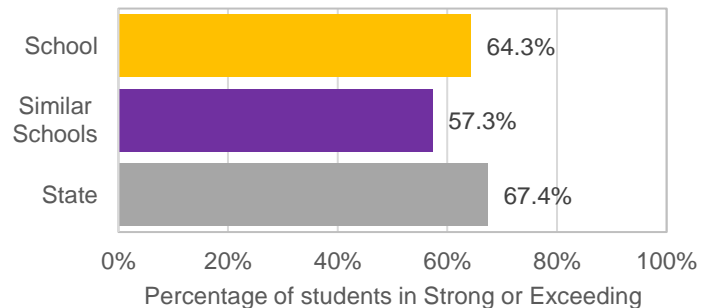
Similar Schools average:

57.3%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.9%

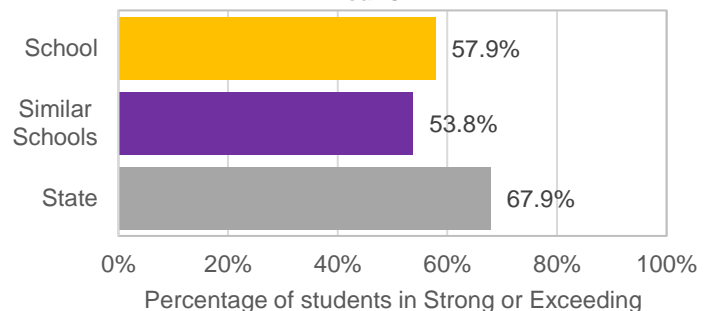
Similar Schools average:

53.8%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5





## 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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

76.7%

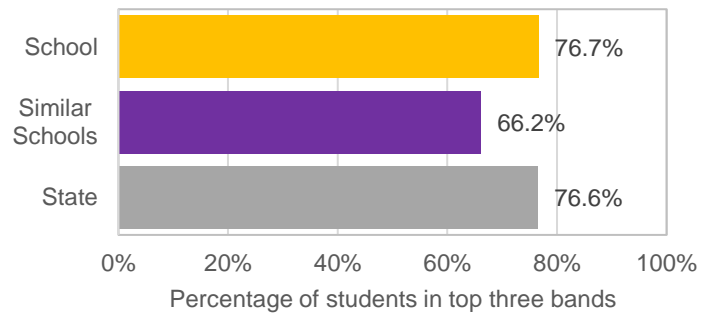
Similar Schools average:

66.2%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

72.2%

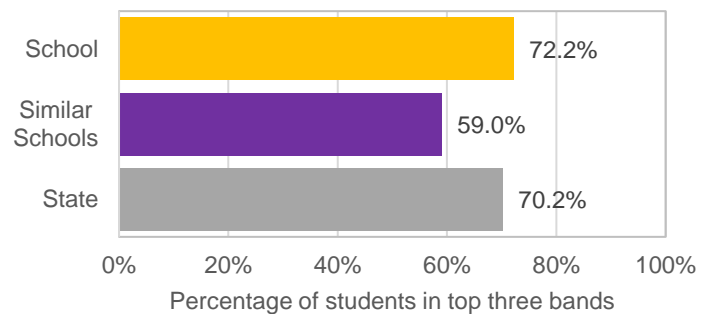
Similar Schools average:

59.0%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

60.5%

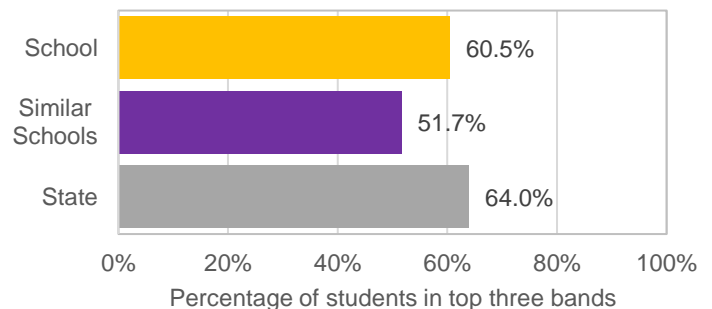
Similar Schools average:

51.7%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

61.1%

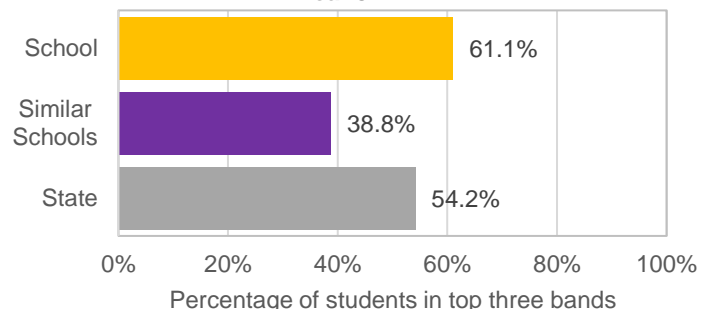
Similar Schools average:

38.8%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

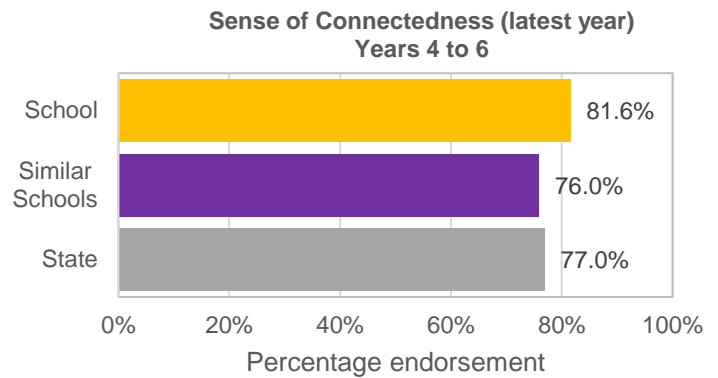
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	81.6%	84.0%
Similar Schools average:	76.0%	75.2%
State average:	77.0%	78.5%

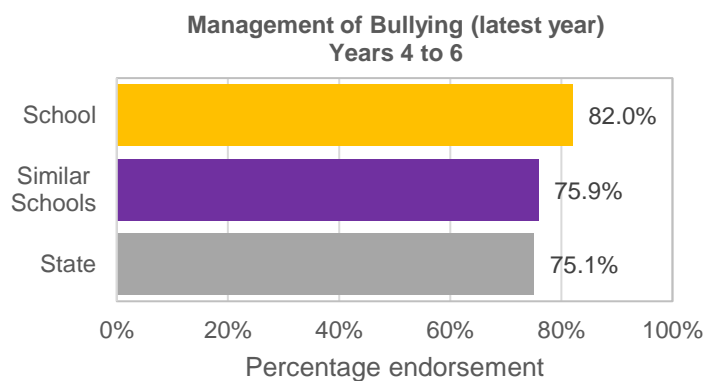


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	82.0%	82.3%
Similar Schools average:	75.9%	75.4%
State average:	75.1%	76.9%



## ENGAGEMENT

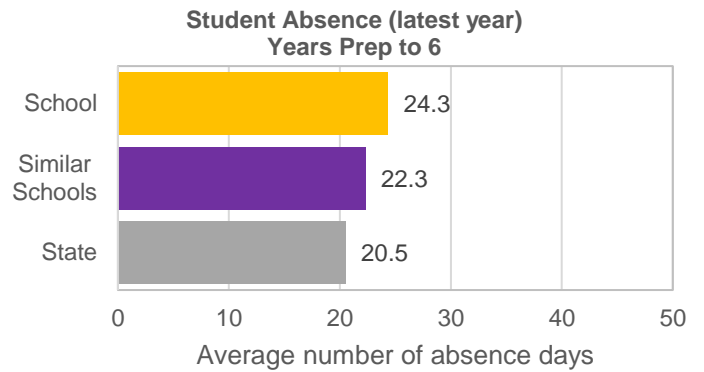
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	24.3	21.0
Similar Schools average:	22.3	20.4
State average:	20.5	18.1



### 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 (2023):	87%	88%	90%	88%	86%	85%	89%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,292,730
Government Provided DET Grants	\$606,530
Government Grants Commonwealth	\$21,713
Government Grants State	\$0
Revenue Other	\$76,266
Locally Raised Funds	\$133,776
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,131,015</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$227,106
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$227,106</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,228,310
Adjustments	\$0
Books & Publications	\$1,786
Camps/Excursions/Activities	\$76,647
Communication Costs	\$3,690
Consumables	\$126,148
Miscellaneous Expense <sup>3</sup>	\$7,602
Professional Development	\$12,257
Equipment/Maintenance/Hire	\$79,344
Property Services	\$139,497
Salaries & Allowances <sup>4</sup>	\$219,709
Support Services	\$112,298
Trading & Fundraising	\$108,329
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,630
<b>Total Operating Expenditure</b>	<b>\$4,145,247</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$14,232)</b>
<b>Asset Acquisitions</b>	<b>\$3,110</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 17 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$331,824
Official Account	\$12,847
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$344,671</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$140,988
Other Recurrent Expenditure	\$2,404
Provision Accounts	\$0
Funds Received in Advance	\$7,000
School Based Programs	\$166,539
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$254,466
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$586,398</b>

*All funds received from the Department of Education, 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.*