

School Strategic Plan 2019-2023

Traralgon (Kosciuszko Street) Primary School (4699)



Submitted for review by Chelsea Granger (School Principal) on 06 February, 2020 at 06:17 PM
Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 09 February, 2020 at 09:48 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2019-2023

Traralgon (Kosciuszko Street) Primary School (4699)

School vision	Empowering all students to learn and achieve.
School values	At Kossie we develop respectful, responsible and resilient students who are ready to be successful, confident learners in our community.
Context challenges	<p>Traralgon (Kosciuszko St) Primary School is located at the west end of Traralgon, the Latrobe Valley's largest town, 160 km's south east of Melbourne. The school, known locally as Kossie, offers our 272 students an attractive, safe and settled environment with spacious grounds. The school has 36 staff: 2 principal class, 14 classroom teachers and six specialist teachers (a mix of part time positions), 7 classroom based Education Support Staff, an Education Support Speech Therapy Assistant and three office based Education Support Staff. During 2020 the structure is comprised of thirteen classes, specialist Stephanie Alexander Kitchen Garden, Physical Education and Visual Arts.</p> <p>Students are predominantly from the immediate neighbourhood. The school has a stable school population with most students completing all their primary schooling at Kossie. The school has a School Family Occupation ratio of 0.62. Approximately fifty percent of families are eligible for the Camps Sports and Excursion Funds. The school enjoys good, positive support from our families and offer a range of whole school activities.</p> <p>The school is committed to ongoing improvement and striving for excellence in teaching and learning at every level. The classroom focus is on literacy and numeracy with dedicated allocation of 2 hour and 1 hour blocks daily. The breadth of curriculum exposure provides a comprehensive and flexible learning program to meet our students' individual needs. The planning and delivery of curriculum takes account of the individual needs of students using the current Victorian Curriculum. A comprehensive assessment schedule assists teaching staff to determine student strengths and areas for improvement. Comprehensive assessment tools and curriculum continuums are being developed by PLC teams which will create a seamless flow of curriculum across the school. A whole-school focus on concept-based learning is developed through an inquiry model approach. Student choice and agency is progressed through the children's learning, allowing for the development of skills and capabilities.</p>
Intent, rationale and focus	<p>The school review panel recommended the following key directions:</p> <ul style="list-style-type: none"> • Learning growth in literacy and numeracy • Student voice and ownership of learning

- | | |
|--|---|
| | <ul style="list-style-type: none">• Student engagement and well-being• Increasing opportunities for staff to share effective practice. |
|--|---|

School Strategic Plan - 2019-2023

Traralgon (Kosciuszko Street) Primary School (4699)

Goal 1	Improve student learning growth in literacy and numeracy
Target 1.1	Teacher Judgements: Increase the percentage of students achieving 12 months growth (expected level) or above from Years 1 to 6 <ul style="list-style-type: none">• Writing from 50% to 85%• Number and algebra from 69% to 85%.
Target 1.2	NAPLAN: Increase the percentage of Year 5 students meeting the benchmark growth measure or assessed above this measure from the 2019 threshold in <ul style="list-style-type: none">• Writing from 65% to 80%• Numeracy from 80% to 85%.
Target 1.3	NAPLAN: Increase the percentage of Year 5 students achieving in the top 2 bands in <ul style="list-style-type: none">• Writing from 6% to 20%• Numeracy from 11% to 20%.
Target 1.4	Increase the Staff Opinion Survey component mean scores for the principal and teaching staff in school climate for these factors:

	<ul style="list-style-type: none"> • Collective efficacy from 73% to 85% • Academic emphasis from 71% to 80% • Teacher collaboration from 75% to 90%.
Key Improvement Strategy 1.a Building practice excellence	Develop explicit systems for classroom observations and the modelling of effective teacher practice and feedback
Key Improvement Strategy 1.b Building practice excellence	Deepen the Professional Learning Communities (PLC) processes to ensure a whole school culture of collective and individual accountability for improving student-learning outcomes
Key Improvement Strategy 1.c Building practice excellence	Build teacher practice to implement differentiated learning utilising explicit instruction
Goal 2	Empower students to be active agents in their learning
Target 2.1	<p>Increase the percentage of positive responses from the 2019 Student Attitudes to School Survey in the factors of:</p> <ul style="list-style-type: none"> • student voice and agency from 81% to 90% • differentiated learning challenge from 88% to 95% • sense of connectedness 85% to 91%.
Target 2.2	<p>Suggested rewording: Achieve year-on-year improvement on school-designed survey for the factors listed below, with benchmarks to be set in 2020</p> <ul style="list-style-type: none"> • factor 1 • factor 2 • etc

	<p>The school will continue using its self-designed student surveys and will develop targets* for the factors like the targets in 2.1 as a means of comparison to the annual AtoSS.</p> <p><i>*To be finalised. The school will insert these factors with targets</i></p>
Target 2.3	<p>Staff Opinion Survey: Increase the whole school component mean scores in the teaching and learning modules in:</p> <ul style="list-style-type: none"> • teachers in this school use student feedback to improve practice (evaluation) from 80% (2019) to 90% • seek feedback to improve practice (practice improvement) from 80% (2018) to 90%.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop a strategy to empower students to take responsibility for their learning by utilising goal setting and two-way feedback
Key Improvement Strategy 2.b Empowering students and building school pride	Increase the capacity of student leaders with regular opportunities to represent the whole school and to have input into school decision making
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build staff capacity to embed consistent and explicit high impact teaching strategies that encourage students to have ownership of their learning
Goal 3	Improve student engagement and wellbeing
Target 3.1	<p>Drafting note: AToSS is the only student measure target used to measure this goal, suggest considering addition student targets e.g attendance, student behaviour</p> <p>Student Attitudes to School Survey</p> <ul style="list-style-type: none"> • Increase the percentage of positive responses from 2019 in the factors <ul style="list-style-type: none"> ○ Resilience from 80% to 90%

	<ul style="list-style-type: none"> ○ Sense of connectedness from 81% to 90% ○ Respect for diversity from 80% to 90%.
Target 3.2	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> ● Increase the percentage of positive responses in the factors of <ul style="list-style-type: none"> ○ Parent participation and involvement from 88% to 95%, ○ Teacher communication from 75% to 95% ○ General satisfaction from 93% to 95%.
Key Improvement Strategy 3.a Health and wellbeing	Embed a whole school strategy to the teaching of social and emotional health
Key Improvement Strategy 3.b Parents and carers as partners	Develop a framework to build parent engagement in student learning and effective home/school partnerships