2019 Annual Report to

THE EDUCATION STATE

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 2019 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 10 November 2020 at 07:36 PM by Tanya Roberts (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 11 November 2020 at 08:03 AM by Marita Sheean (School Council President)

The School Community

School Name: John Henry Primary School (5561)

About Our School

School context

"At John Henry Primary School, we strive to provide the highest quality teaching and learning opportunities for our community."

John Henry Primary School has been designed to support a contemporary pedagogical approach and to foster the development of a strong community. Providing an environment that encourages students to engage with and take ownership of their learning. 21st Century learning is underpinned by teaching practices, methods and spaces that are engaging and motivating. At John Henry Primary School our spaces compliment current and evolving pedagogical practices and provide creative and energised learners and teachers. Our spaces enable social and collaborative learning opportunities, integrated curriculum delivery, a combination of teacher-directed and student-directed teaching and learning, independent and inquiry based learning, explicit and direct instruction, innovative and creating thinking, social and emotional development, relationship building, and deeper level problem-solving skills.

Our school has approximately 900 students through Foundation to Year Six. We also have an Early Childhood Learning Centre, Before and After School Care Program as well as a School Holiday Program all managed and operated by the YMCA.

Our JHPS staff have all been recruited for their varying skill sets, with a commitment to student centred learning being the number one driving force behind each of their appointments. The staff are very enthusiastic and dedicated to meeting the individual needs of all of our students and families. We currently have 38 classroom teachers, 11 specialist teachers and 20 education support staff, 2 assistant principals and 4 administration staff.

We expect our community to:

BE RESPONSIBLE   BE RESPECTFUL   BE LEARNERS   BE SAFE

At John Henry Primary School, the students, parents and staff are all part of a unified community working hard to ensure the safety and well-being of all children whilst providing them with a challenging and rewarding educational experience. We recognise that the years spent in school are essential in building a foundation for happiness and success in life. Our caring and highly qualified professional staff provide our students with a safe and stimulating environment in which learning is the focus. Our aim is to provide students with a stage upon which they may excel in activities that involve leadership and global understanding. We promote a culture that fosters a positive self esteem and a sense of belonging by celebrating the achievement and success of each student.

Framework for Improving Student Outcomes (FISO)

In the 2019 Annual Implementation Plan, we developed a series of targets based on the dimension of Building Practice Excellence as part of the FISO model.
Here is a summary of the targets and our results:

12 Month Target
*To formulate an RTI Program to cater to the needs of grade three and five students that are 12 months above the expected level for writing.
The KIS were:-
*Building practice excellence
- Develop a common understanding and shared commitment to the schools 'Cycle of Teaching and Learning Blueprint.'
Build staff capacity to use formative and summative data to effectively inform learning and teaching
*Setting expectations and promoting inclusion
- Ensure that all students are empowered to build strong relationships within the school community that develop self-belief, shared responsibility and mutual respect of others by: Using "Appreciative Inquiry" (Positive School Wide

Behaviours Approach) develop a shared definition of Wellbeing which clearly defines individual responsibility and emphasises the link between Wellbeing and Learning across

12 Month Target
*To design an ongoing feedback process for staff, parents, and students, that will allow the leadership team to use quantifiable data to use when planning for the future.
The KIS were:-
*Vision, values and culture
-Improve the effectiveness and consistency of the current approaches to Positive School Wide Behaviours Enable each student to influence their environment in a positive way by using proactive approaches to behaviour management.

Achievement

At John Henry Primary School we have worked to consolidated the Cycle of Teaching and Learning that was developed during our first year of operation, with the introduction of a range of Professional Learning Teams across the school. PLTs (Professional Learning Teams) analyse student-learning data to ensure a differentiated curriculum and personalised learning approach. Foundation - Year 6 data in Literacy and Numeracy has been tracked and utilised to ensure learning is based on individual needs and levels.

Each Learning Community has utilised the work of the Maths and English PLT's to analyse their cohort data in greater depth to develop strategies to improve student learning and cater for learning differences. Strategies include continuous Rapid Formative Feedback to assist students to improve their skills, and differentiation. The Essential Assessment Program used in Numeracy has enabled the identification of students' zone of proximal development. Our students, like our teachers, are able to clearly communicate their known understandings and identify their misunderstandings that they need to focus on to move forward for the next steps in their learning.

To improve student achievement in Literacy & Numeracy for all students.

2019 NAPLAN Data:
As of 2019, Year 3 NAPLAN results have exceeded the 2021 goal for Reading, Spelling and Numeracy. In Writing, NAPLAN results are currently 38% and considerations will be made to continue to work towards the goal of 45%.
As of 2019, Year 5 NAPLAN results have improved across all areas, however, none of the 2021 targets have been achieved as yet.

When unpacking NAPLAN data further to look at the increased percentage of students in the TOP 2 Bands of NAPLAN we found the following:

	Year 3	Year 5
Reading	45%	31%
Writing	38%	15%
Spelling	37%	33%
Numeracy	56%	28%

If we look at the above data these are the percentages that we need to unpack for these students working through the remainder of Year 3, Year 4 and Term 1 of Year 5 to ensure that these students have the opportunity to achieve high growth results.

We are confident our targeted/point of need teaching practices within Reading and Mathematics will lead to a decrease of our students achieving low gains and an increase in middle and high gains in the years to follow. In 2019 we focused on ensuring we developed a school-wide consistent writing model to assist in ensuring an increase of students into the high gain category. Through the use of VCOP as an underlying writing practice, the further development of our writing rubrics and targeted teaching utilising the High Impact Teaching Strategies, will hopefully ensure improved NAPLAN growth data within the area of writing.

We developed a Response to Intervention Team (RTI) in 2019 and they completed the Hawker Brownlow RTI

Professional Development Program in February. On completion of the training the team designed a training program for the staff at JHPS that introduced and trained staff in their knowledge and understanding of Tier 1, Tier 2 and Tier 3 intervention. The employment of a full time RTI staff member worked with vulnerable students at risk in reading, in term 1 across year 3 and year 5, then in year 1 and , All learning Specialists completed the Bastow Data Literacy Training Program. All staff will complete a Data Literacy Professional Development Training Program lead by Doug Pumpa Learning Specialist.

With the appointment of Literacy and Numeracy Learning Specialist Leaders, our teachers will participate in explicit Professional Development aimed at increasing their skills, knowledge and understanding of how to utilise assessment data to teach high quality explicit teaching groups for Reading and Numeracy. The Learning Specialists have also developed a NAPLAN introduction and preparation schedule that provide all students with the best opportunities to demonstrate their personal best on the NAPLAN Assessment.

A highlight to support the achievement data for John Henry Primary School was the Whole School Reading Professional Development Day - where the engagement of the consultant Sheena Cameron was engaged. This set the platform for a consistent approach to reading across the whole school.

Engagement

In 2019, our Improvement Priority was Community Engagement in Empowering Students and Building School Pride, with the focus initiative on Building Communities. The Key Improvement Strategy for this initiative was to 'Collaborate with our school community to develop their understanding of our 'Cycle of Teaching and Learning'' and 'Connect students to our Cycle of Teaching and Learning Blueprint and what that could look like by giving them a voice in their own learning and leadership development through regular student forums'. As a new school in our third year it was important to continue the common communication tools that were established in the foundation year. Enabling all community members to be informed about their child's progress, keep up to date with JHPS practices, processes, initiatives, events and education.

Student voice and Student Representative Council continued to be developed and broadened in 2019. Student Leadership (Grade 6 leaders) regularly meet with Council representatives to broaden their leadership skills, opportunities to have their voices heard within and beyond the JHPS community as well as develop their own understanding of 'What it means to be a leader? Student Representative Council continued in 2019, with the school leaders taking on the responsibility and ownership of conducting the meetings with the team. This forum allowed all classroom representatives to have an authentic student voice, pose questions and further facilitate a true community for student voice. JHPS also became involved with the Rotary Junior Community Program whereby 10 students completed community work to earn their Bronze Edinborough Badge.

At JHPS we have a strong focus on developing the capacity of all learners in the use of Digital Technologies and Design. Digital strategies and tools are utilised throughout the whole JHPS cycle of Teaching and Learning, with the year 5 & 6 students having one to one devices to support their learning in becoming 21st century digital citizens.

Absences are recorded on COMPASS and all families are using the portal to approve student absences. 2019 Attendance data was similar to like schools however we have a large proportion of Indian families in our community and many of them holiday at the beginning of the year and don't start school until the beginning of March (this was the case in 2018 with 8 families taking extended holidays). All year levels created visible DATA walls to track and monitor students' attendance. All year levels were at or above 90% attendance, with the exception of year 6, who were at 89%. This was attributed to 3 students who were school refusers and engaged with the School Attendance Support Program (SASP). All Learning Communities discussed attendance data and included conversations in their weekly Pre Planning meetings (documented). Students with attendance concerns were flagged, monitored and meetings arranged with families. Attendance was celebrated each term, with individuals achieving 100% receiving wrist bands and classes with the highest percentage receiving a whole class reward. If further assistance from outside organisations was required, this was swiftly arranged.

Wellbeing

Throughout 2019 we implemented a specialist subject - Social and Personal Capabilities. A full-time teacher taught all students Foundation to Year 4, once a week on their own personal development of social and self-awareness management strategies which included recognition and expression of emotions, continuation on the development of resilience, relationships and diversity and collaboration. The expectation for Learning Communities to facilitate a follow-up lesson each week to support this valuable work.

In 2019 we also saw the employment of a family support worker. This enabled students to access a support person when working through wellbeing concerns. The primary focus was not to provide a counselling service however provide strategies for students to become more independent and resilient in their day to day functioning. The introduction of the Seasons for Growth program also allowed our students that had experienced grief to participate in an 8-week program facilitated by trained staff, on how to deal with their emotions and feelings with the focus being "no season lasts forever". These supports, along with other positive school-wide behaviour practises allowed our focus around developing a growth mindset and resilience in students and our broader community to be successful. This resulted in a boost of positive COMPASS posts for students following our expectations, as well as a decrease in negative posts, as students developed necessary skills to deal with their emotions and become more independent when in the classroom and schoolyard.
Our research from 2018, confirmed the benefits of practising gratitude through the explicit use of daily recordings in their very own John Henry Primary School Diaries. These practices, language and behaviours continued in 2019.

Lunch time clubs continued to be a success across the school. Students who needed and benefitted from a more structured lunch time had the opportunity to join in extra curricula activities of their choice under the supervision of staff members. This contributed to more positive reinforcement at recess and lunch time for those students and allowed them to demonstrate success in following our positive school wide expectations.

The continuation of 'Afternoon Groups' for our students who are funded under the Program for Students with Disabilities (31 students) gave an opportunity for our Education Support Staff to continue to develop positive relationships with students across the school. Three afternoons a week, our funded students engaged in structured learning opportunities, where they could develop their emotional and social skills whilst participating in activities that were of an interest to them. The Education Support staff implemented the 'Rock and Water' program and strategies for these students, generating enthusiasm from students and staff.

A highlight of 2019 was our whole school FETE. The staff, students and community worked for months leading up to this event. Each class had a stall, we engaged the community to promote their activities, goods and services, the KWRSC band to perform as well as performances from other local organisations. The night ended with a spectacular fireworks show. This event was not organised as a fund raiser, more of an event to engage and promote our community spirit. Despite this, the income from the FETE was $21,755.75 and we made a profit of $8,818.34 which was amazing.

Upon reflection of 2019, it was integral to follow on from the work provided over the last 2 years. Professional development provided by Sheena Cameron towards the end of 2019, gave staff a deeper understanding of a consistent approach to reading and further cemented the practices of the Instructional Model.

As our school continues to grow, our 'Step into Success' program at the beginning of the school year proves to be successful for not only our students moving into a new year level, but our new staff coming into the school. With a further 13 new staff members, re establishing our school expectations and vision has been integral for continued success for 2019.

Financial performance and position

John Henry Primary School was in its third year of operation in 2019. It is part of the New Schools Public Private Partnership (PPP) Project which is a public private partnership delivered under the Victorian Government's Partnerships Victoria framework. The Partnerships Victoria model seeks to achieve better value for money by capturing the expertise and efficiencies of the private sector in designing, financing, building and maintaining infrastructure projects and providing services on a whole-of-life basis.
The Partnerships Victoria framework requires that projects comply with the:
• National PPP Policy and Guidelines (National PPP Guidance) that apply across all state, territory and Commonwealth

arrangements;
• requirements specific to Victoria as detailed in the Partnerships Victoria Requirements (updated in May 2013).

The Student Resource Package was able to be managed in a SURPLUS due to the ongoing growth of student numbers and the work completed between the school principal and leadership team, staff recruitment was directly related to ongoing planning for the school, while ensuring a strong educational culture was being developed. Four new substantive Learning Specialist position were appointed inline with the schools ongoing focus on improving teaching and learning capacity of all staff. As part of the New Schools Public Private Partnership Project the School Resource Package does not provide financial renumeration as ongoing school maintenance is supported by the PPP.

The school was able to credit to cash transfer over $150,000 dollars during the 2019 school year, this money was used to purchase a variety of assets/furniture for our 5 new relocatable classrooms.   We also continued to resource the Digital Technology assets for students from Years Foundation - Year 6. Our school device ratio is currently 1: 2 with all students in Years 5 & Year 6 having their own laptop through the 1:1 device program. And all Year 4 students have a school owned Ipad (1:1).

For more detailed information regarding our school please visit our website at http://jhps.vic.edu.au/

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 773 students were enrolled at this school in 2019, 361 female and 412 male.

21 percent were EAL (English as an Additional Language) students and 1 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).

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

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.

0   100

Performance Summary

Achievement

Student Outcomes

Similar 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.*
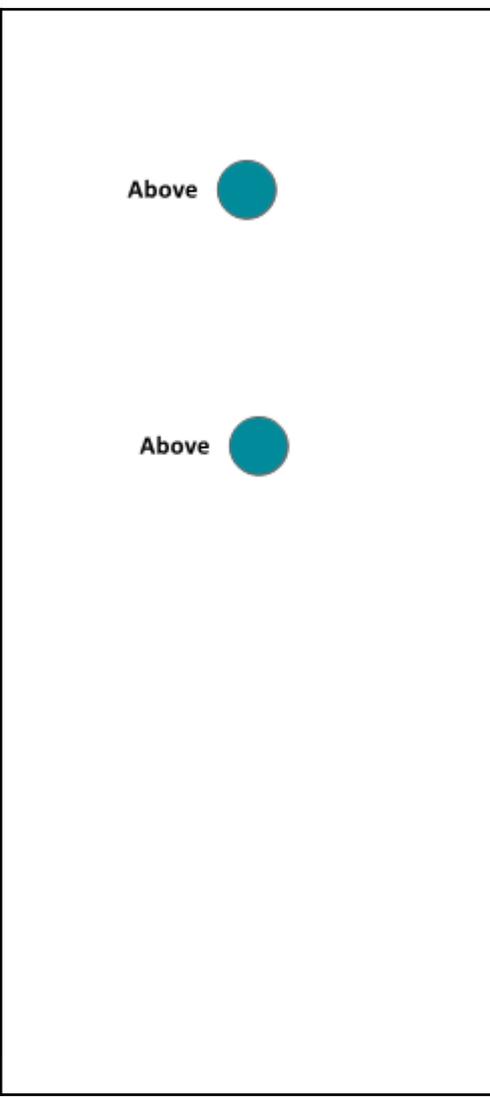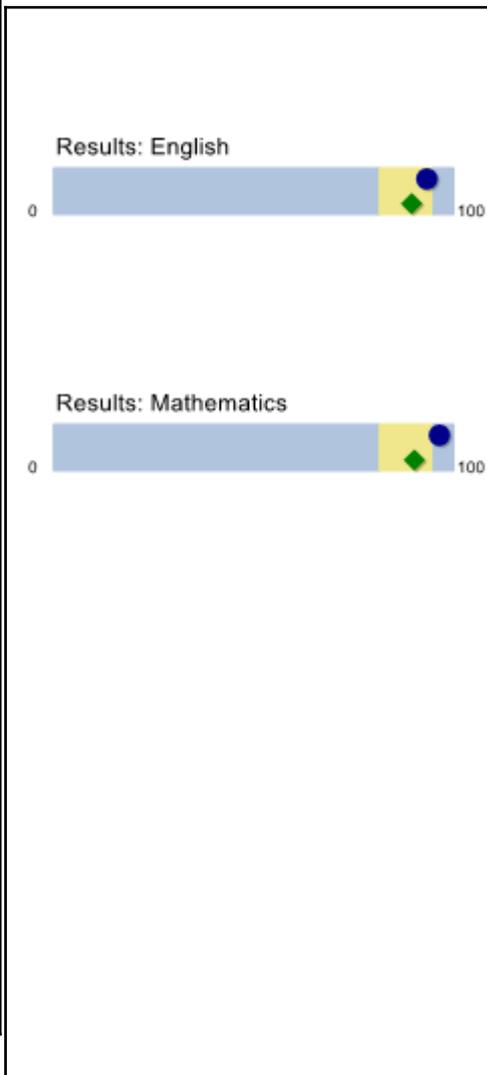
Results: English
0 — 100

Results: Mathematics
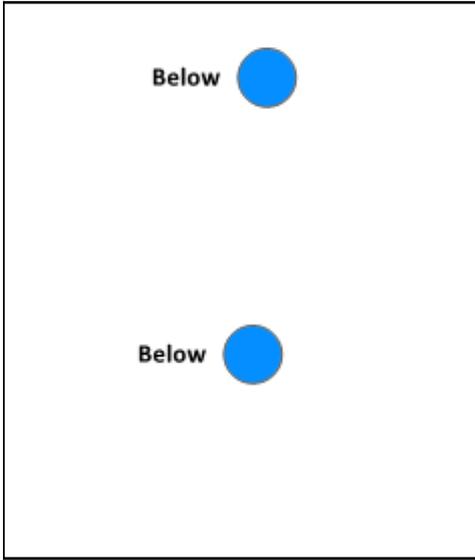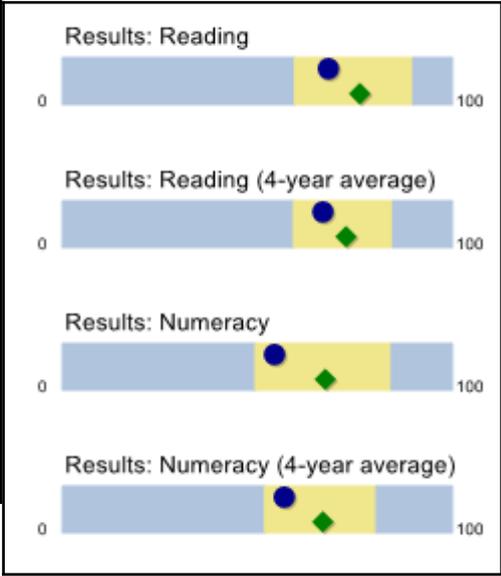0 — 100

Above

Above

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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement

Student Outcomes

Similar 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
0 ——————— 100

Results: Reading (4-year average)
0 ——————— 100

Results: Numeracy
0 ——————— 100

Results: Numeracy (4-year average)
0 ——————— 100

Below ●

Below ●

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
0 ——————— 100

Results: Reading (4-year average)
0 ——————— 100

Results: Numeracy
0 ——————— 100

Results: Numeracy (4-year average)
0 ——————— 100

Below ●

Above ●
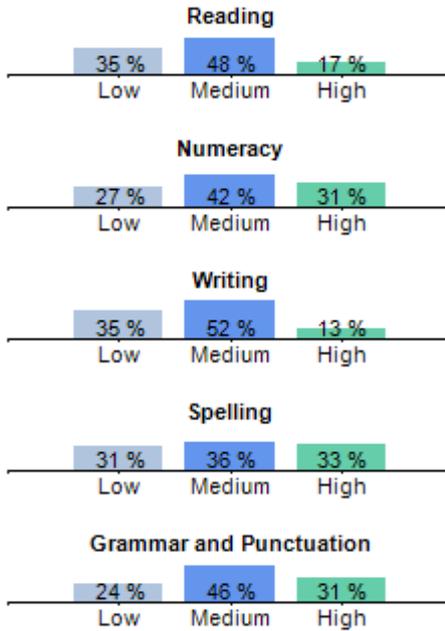
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Performance Summary

Achievement

Student Outcomes

Similar 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
35 % Low | 48 % Medium | 17 % High

Numeracy
27 % Low | 42 % Medium | 31 % High

Writing
35 % Low | 52 % Medium | 13 % High

Spelling
31 % Low | 36 % Medium | 33 % High

Grammar and Punctuation
24 % Low | 46 % Medium | 31 % High

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

Low 25% | Medium 50% | High 25%
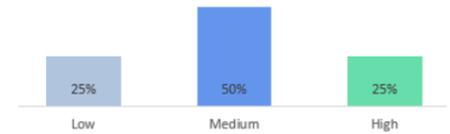
Statewide Distribution of Learning Gain (all domains)

Performance Summary

Engagement

Student Outcomes

Similar 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

Similar School Comparison
A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.

Results: 2019

0 ——————————— 50

Few absences <------> Many absences

Results: 2016 - 2019 (4-year average)

0 ——————————— 50

Few absences <------> Many absences

Below ●

Average 2019 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	92 %	91 %	92 %	90 %	90 %	89 %

Similar school comparison not available
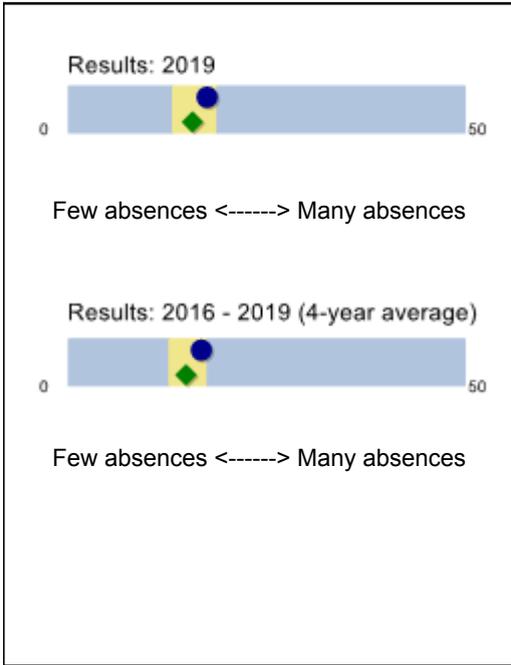
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔷

Key: Similar School Comparison
🔵 Above   🔵 Similar   🔵 Below

| Wellbeing	Student Outcomes	Similar 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: 2019

Results: 2017 - 2019 (3-year average)

Above
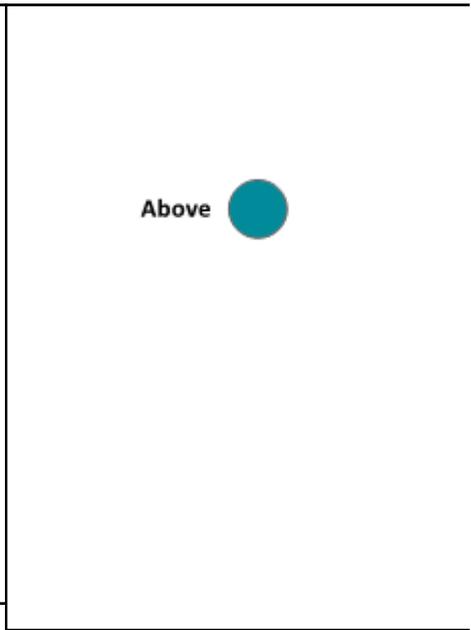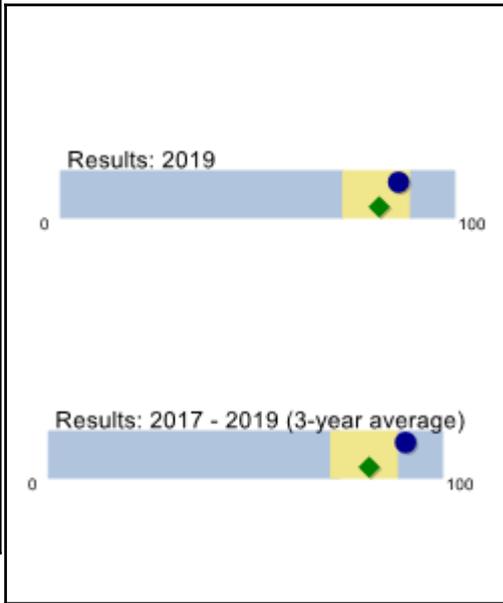
Students Attitudes to School - Management of Bullying

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: 2019

Results: 2017 - 2019 (3-year average)

Above
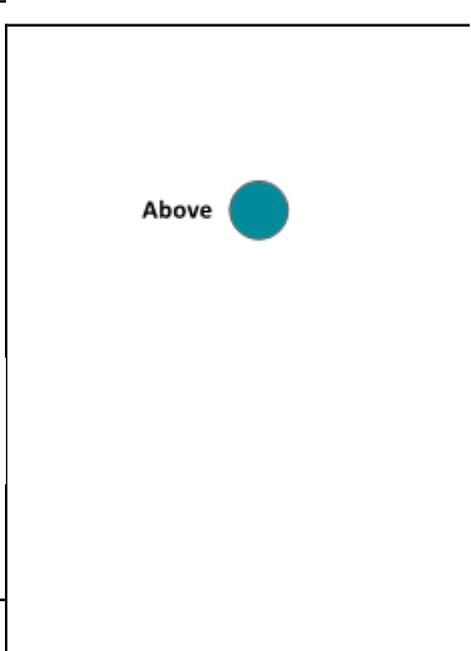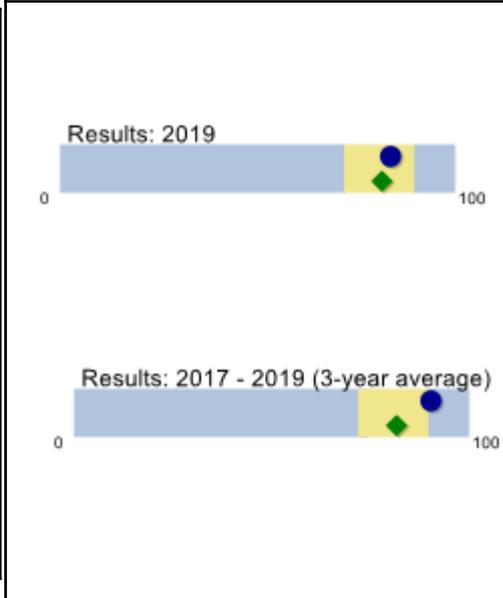
Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of t report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 201	

Revenue	Actual
Student Resource Package	$6,089,115
Government Provided DET Grants	$610,408
Government Grants Commonwealth	$9,988
Revenue Other	$5,383
Locally Raised Funds	$408,096
Total Operating Revenue	**$7,122,990**

Funds Available	
High Yield Investment Account	
Official Account	
Total Funds Available	

Equity[1]	
Equity (Social Disadvantage)	$118,316
Equity Total	**$118,316**

Expenditure	
Student Resource Package[2]	$5,971,777
Books & Publications	$17,347
Communication Costs	$17,881
Consumables	$189,505
Miscellaneous Expense[3]	$313,703
Professional Development	$60,488
Property and Equipment Services	$169,282
Salaries & Allowances[4]	$209,397
Trading & Fundraising	$61,965
Travel & Subsistence	$4,524
Utilities	$105,335
Total Operating Expenditure	**$7,121,204**

Financial Commitments	
Operating Reserve	
Other Recurrent Expenditure	
Funds Received in Advance	
School Based Programs	
Asset/Equipment Replacement < 12 months	
Total Financial Commitments	

Net Operating Surplus/-Deficit	$1,786

Asset Acquisitions	$8,507

(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 20 March 2020 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.

How to read the Annual Report

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above	●
Similar	●
Below	●

What does '*Data not available'* or *'ND'* 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 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 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 an 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 'Leve 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').