

## 2020 Annual Report to



- 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 2020 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 26 April 2021 at 12:59 PM by Tanya Roberts (Principal)

The 2020 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 29 April 2021 at 09:22 AM by Craig Pettigrew (School Council President)

## The School Community

**School Name: John Henry Primary School (5561)**

5561



# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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.

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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

### Achievement

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

*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

### 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 officially opened its doors on the 1st of February 2017 with 412 students, it is situated in the South East Growth Corridor of Melbourne. Our school has approximately 960 students through Foundation to Year Six. John Henry Primary School is a Private Partnership School. The school's facilities are managed by Spotless, in conjunction with AMBER and the State Government. 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. The school facilities include a combination of Learning Community Buildings and relocatable classrooms. There is also a purpose-built Stadium that meets all specifics for state level sporting competitions in basketball, volleyball and netball. We have both STEAM and Performing Arts relocatable classrooms.

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 43 classroom teachers, 11 specialist teachers and 20 education support staff, 3 assistant principals and 3 administration staff.

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 complement 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.

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 2020 - 2023 School Strategic Plan we developed a series of targets based on building the performance of our students in the key areas of Literacy - Writing, Numeracy - Number and Student Agency. The 2020 Annual Implementation Plan was written with these goals and targets in mind, however by March of 2020 the education targets for all students across Victoria was challenged as we faced a global pandemic in COVID - 19. Below is a summary of the initial targets set, followed by the changing focus for our students and teachers as our school moved in and out of remote and flexible learning;

INITIAL 12 Month Target

To improve students' outcomes in literacy

Writing

Increase top 2 bands Year 5 writing from 15% to 25%.

Decrease bottom 2 bands Year 5 writing from 23% to 15%.

Increase teacher judgment above expected level in writing (2018 Sem 2) from 18% to 25% in 2023.

KIS STRATEGIES:

Build staff capability to build and extend highly capable students in literacy.

Develop a holistic understanding of the teaching of literacy.

Embed evidenced based HITS integrated with DET literacy initiatives.

Actions

Sheena Cameron (literacy place)

JHPS Instructional Model

Literacy Teaching Toolkit

JHPS Instructional Model

'Clairty' - Lyn Sharrat

John Henry Primary School delivered on their commitment to improve the writing skills of student both when students worked on site and during remote and flexible learning. As our families and staff moved in and out of remote and flexible learning our targets were readdressed. We focused on ensuring each lesson was tailored to our students needs, using The Writing Book (Sheena Cameron) and the DET Literacy Portal as a guide to help us create a differentiated approach to our teaching.

Our teaching team has worked incredibly hard to up skill themselves on differentiated methods to target our students, in writing. A variety of teaching tools were used to match families needs and preferences. Using the Zoom In and Zoom Out approach has allowed us to meet the needs of our lower writers and target our higher writers. Differentiated explicit teaching groups through Webex and onsite (for essential workers children) allowed the students to develop the skills needed for each activity and understood what was needed to be 'successful' writers. Repeating similar activities and differentiating them accordingly, enabled students to consolidate their understanding and did not need to focus on learning new skills every week.

To improve student outcomes in numeracy

Number and Algebra

Increase the top 2 bands Year 5 number from 28% to 35%.

Decrease low benchmarks growth from 20% to at or below 15%.

To create - Increase Staff Opinion Survey (S.O.S) - use 2020 S.O.S data

KIS STRATEGIES:

Develop professional opportunities for collaboration with similar schools to enable a community of practice that focuses on numeracy targeting the individual and collective needs of capable learners.

Build staff capability to build and extend highly capable students in numeracy.

Embed sustainable processes in numeracy coaching/mentoring.

Actions

JHPS Instructional Model

DET Numeracy Teaching Toolkit

JHPS Instructional Model

'Clairty' - Lyn Sharrat

John Henry Primary School delivered on their commitment to improve the students skills in Numeracy. The key approaches used were as follows;

- Building capacity of our teaching team through professional reading expectations in the Booker Book prior to each new unit

- Discussions around incidental teaching and implementing it wherever and whenever possible. When this incidental teaching happens, it also helps our students understand how #mathsislife and #mathsislinked

- Making sure we had a maths focus in our Webex sessions, with a maths focus to weekly targeted small group maths Webex sessions
- Pre and post testing at the beginning and end of each unit and using this data to 'point of need teaching of students.
- Using the SNMY data to help us understand where the 'misconceptions' are. We have used this data to help guide our maths Webex tune ins (subitising)

Throughout the year the Numeracy team representatives reported back and reflected on their Year Level Team's progress (implementation of the instructional model, PD follow up, AIP, post remote learning priorities) They took on feedback and implemented improvements. Due to COVID-19 we did this virtually and in team meetings. Other than Term 1+4, the reflections were based on day to day teaching and learning rather than formal observations, as much of 2020 was remote learning. From these discussions we have identified areas for improvement in 2021, both individual and whole school (problem solving, extension, visual learning displays, SNMY as extension, moderation etc)

To increase student agency in their learning

Students Attitude to School Survey

Increase the Learning Confidence-Males from 76% to 85% positive.

Increase Student Voice and Agency overall from 71% to 85% positive.

Increase stimulated learning from 76% (males) to 85% positive.

K.I.S

Build teacher knowledge and capacity in the promotion of student agency.

Empower staff to become active, self-regulating learners.

Develop and promote practices and artefacts which support student agency.

Actions

Amplify

Growth Mindset

Metacognition

John Henry Primary School delivered on their commitment to improve the student agency skills of our students in the following was; (the following operated during both ONSITE and Remote and Flexible Learning)

- Build student ownership of their learning
- Facilitate an SRC from F-6
- Facilitate a JHPS Leadership program
- Build staff capacity for students to co-construct Success Criteria (Years 4 - 6)

The teaching team and students at John Henry Primary School opt in for the Attitudes to school survey in 2020 with results being comparative to previous years. We also used the following assessment tools for ongoing assessment of our work;

- Survey to whole school on favourite subject (PE) and least favourite subject (Writing) identified.
- Student Leadership was developed with Kate from Cardinia Shire - every Thursday on developing student capacity for being leaders in the school and beyond.
- Student voice and agency has started to be developed across some communities - grade 3-6 (choice over menus in the morning - and students independently working on goals and taking ownership & responsibility for their own effort towards learning).

## Achievement

Across literacy and numeracy, students responded well to targeted WebEx sessions and staff were able to provide targeted lessons on specific skills in the senior school. This was more of a challenge in the junior school. Students that engaged with online content generally achieved higher outcomes. Unfortunately there were a number of families and students that found it difficult to engage in online learning and achievement was adversely affected as a result.

Highlights:

Staff and students were able to adapt to online learning and teaching. The creation of visual content (slides,

presentations etc) were instrumental tools that all staff applied in online learning formats to support and focus student learning.

Students and families at JHPS were able to engage with learning throughout 2020 in various ways. As a school we provided 3 distinct methods of learning:

- Online WebEx classes, with students able to access at least one targeted teaching session per day as well as one "check-in" session each morning. Many classes (especially in the senior school) had access to several lessons throughout the day. Staff were also differentiating lessons and "inviting" students to attend classes that best suited their needs.
- Offline planners, with content that could be done entirely without technology, For many of our families, this was the best way for them to access schooling.
- Daily YouTube. Staffed by our Learning Specialists, all families could tune in between 9 and 3:15 each day to access live/interactive teaching. Each day focused on open-ended literacy, numeracy, and key school subjects across the week.

#### Future Directions:

The use of presentations to support lessons is something that will continue to be used for relevant content. WebEx as a tool to engage with families that have difficulty engaging on-site.

The following were our 2020 AIP student achievement goals followed by our actual achievement against them. Please note that NAPLAN targets have been omitted due to COVID19 and NAPLAN being canceled in 2020.

#### English

##### AIP Goal:

To increase Staff Judgement of students working above the expected level in writing by 5% (35% - 40%)

##### Actual:

Students working above the expected level in writing was 25%

This goal was not achieved but it should be noted that although this was a significant drop off in achievement from 2019 (35%) this matches the target set out in our 4 year strategic plan.

School percent of students at or above age expected standards in English: 89.4% - (this is compared to 86.3% state average and 83.9% similar schools average).

#### Breakdown of achievement in literacy

Reading and viewing 88% (38% above, 50% at level, 12% Below)

Speaking and Listening 96% (15%, 81%, 4%)

Writing 85% (25%, 60%, 15%)

#### Numeracy:

\*AIP goals were all centred on NAPLAN achievement (To increase the top 2 bands in Yr. 5 NAPLAN NUMBER by 3%, To decrease the number of students working in the bottom 2 bands in NAPLAN Number by 5%)

#### Actual Achievement (Staff Judgement):

Numeracy - School percent of students at or above age expected standards is 90.5% (this is compared to 85.2% state average and 83.4% similar schools average).

Achievement breakdown for number and algebra: 29% above, 61% at level and 9% below level (this is a shift of -7% above, +1% at level and +5% below level from 2019)

PSD student goals were adapted to suit the online and home learning environment. PSD goal setting and monitoring meetings were shifted to WebEx to allow families access. This is something we will continue to offer to families that struggle with attending on-site PSD meetings in the future. PSD students were also invited to attend on-site part-time (when it was appropriate to do so, i.e. at-risk students) to help them continue to work on many of their social and emotional goals. During term 3 lockdown, ESO staff were also running additional WebEx sessions for PSD students to work on goals and support them in their learning.

Many of our PSD students experienced success in achieving their learning goals in 2020.

## Engagement

In 2020, our KIS focus was "empowering students and building school pride" - to develop and promote practices and artefacts which support student agency. At the beginning of the year, our Step into Success Program was implemented and then post COVID was reinforced and further enhanced during term 4 when students were back on site. It was essential to re-establish our Vision, connections, expectations and our positive school wide behaviour practices. During COVID, students were given opportunities to engage in whole class, small group focus and for our PSD students, one on one webex meetings for the teaching and learning of literacy and numeracy throughout the school week. The development and up-skilling of staff capacity in the use of Webex allowed for staff to continue to target the individual learning needs and engagement of the students.

Student agency varied between students in each class, year levels and across the school. Some students engaged well during remote learning, taking ownership and responsibility for their learning whilst others engaged in a different manner and chose their own adventures. If family members continued to work full time from home, the chose your own adventure option was seen as a positive manageable engagement opportunity for learning. Students were required to hand in 2 set tasks per week in which they were provided with targeted feedback for future goal setting. Google Classrooms in grades 4-6 was an enabling factor that allowed students to have agency over their learning during the COVID period. Weekly rubrics and learning tasks were provided to students and they worked at their own pace, encouraged to be independent and have ownership over their "effort" for completing the learning tasks.

A highlight during COVID was the creation of a John Henry Primary School YouTube channel whereby staff facilitated virtual open ended learning and engagement activities from 9-3.15 each day. The development of QUIZZIZ and Mamma Maries Cooking segments engaged not only students but whole family members. This is a practice that we will continue in 2021.

Prior to term 4 return to school - staff assessed every student on reading, writing and numeracy (number focus), allowing staff to know exactly where students were and plan for point of need teaching upon their return to onsite learning. Feedback was provided immediately to students and families to set future goals for teaching and learning. Students were also ranked according to the effort they put into their own learning as a base for setting future goals. This survey will be undertaken again at the end of term 1, 2021 to see if students have increased in their agency and effort.

Student agency in the curriculum, planning and learning has seen students knowing their learning goals and next steps. Learning Intentions are visible in most learning communities and success criteria is sometimes co-constructed with students, particularly in years 3-6 however this practice needs to be consolidated and refined in 2021.

In 2020 staff taught Social and Personal Competencies and growth mindset language and strategies in term 1, with an emphasis on this upon return to onsite learning in term 4. Positive psychology and growth mindset training was put on hold due to COVID and will be undertaken in 2021.

Peer to peer feedback and student to teacher feedback wasn't explicitly developed in 2020 with the interruption of COVID - the nature of exposing students to this strategy was not able to be facilitated through remote learning. In 2021, this will be a focus though Formative Assessment (Responsive Teaching) practices and strategies. Student Leadership continued throughout the COVID period via Webex each week. Opportunities were provided for the student leaders to be exposed to leading, being involved and having a voice in community change and development (various Cardinia Shire Projects - playground design, Cardinia Life menu options and logos and being on panels for supervision of crossing staff).

SRC continued post COVID with a focus on connection & students having a voice in their communities. A highlight was the SRC Colour Run on the first Friday upon return back to school in Term 4. We raised over \$15,000, which has been our largest fund raiser to date, going towards line marking around the school.

Our engagement levels during COVID was high with the Average number of days absent for 2020 across the whole school was 12.5 compared to similar schools of 15.2 and the state average of 13.8. This is perhaps due to the flexibility and variety of experiences and opportunities our families were provided during the COVID period.

## Wellbeing

In 2019 we employed a family support worker and post remote and flexible learning during COVID 2020, we added to our wellbeing team by employing a Mental Health and Wellbeing Coordinator. Therefore creating a JHPS Wellbeing Hub. The addition of the wellbeing officer, enabled families access to an experienced officer, who was local in the Pakenham area and in the field of wellbeing, with a wide variety of connections to external services and agencies. As will the family support worker, the focus was not to provide a counselling service however provide connections and strategies for families and staff to empower students to become more independent and resilient in their day to day functioning. It was evident during the pandemic that we needed to support families in a manner that we had not been previously exposed to. Many families struggled and we anticipated that they were going to see the school as the hub for connections and support. The Wellbeing Hub was open every afternoon for families to drop in and connect - whether it be with other families or the wellbeing officer. This is a practice that will continue in 2021 and beyond. In term 4, post remote learning, staff focused heavily on the wellbeing of students and the explicit teaching of Social and Personal Capabilities for all students once a week. The focus was 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. Staff also identified students that had re-engaged and integrated back into school life well and those that would need additional support. With the expertise of the wellbeing staff now onsite, Seasons for Growth, Feelings is Thinking and Social Groups were identified as key programs to re-engage and connect our students. Staff and parent input was sought and the programs have been facilitated in 2021.

During the first round of remote and flexible learning in 2020, our staff made weekly phone calls to families to "check in". These conversations were very much from a wellbeing lens and staff often found the conversations focused on how the family was 'coping' during the lockdown period as opposed to the focus being purely on the teaching and learning. Staff capacity and skill development on making phone calls to families was for some, overwhelming and this led to a professional learning for staff on effective parent communication. Positive relationships with many families were developed as a result of these weekly phone calls. We took feedback on from some families, during the first lockdown, that they felt they were being 'checked up on' and some felt the pressure to do more with their students at home whilst trying to still work from home either in a part time or full time capacity. This resulted in a change in our practice for the second period of remote and flexible learning. Some families wanted more webex time and phone calls, some less, some none at all. However we still felt it critical to make contact with all families at least once a week. All communication with families was recorded on COMPASS and as a staff, we hadn't truly realised the importance and impact of accurate recording.

The success of and continuation of 'Afternoon Groups' for our students who are funded under the Program for Students with Disabilities 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 are engaged in structured learning opportunities, where they 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. Due to the success of this model for our PSD students, during the first remote and flexible learning, we invited these onsite for one day a week to participate in a modified 'Groups' day. It was necessary to keep these students connected and engaged.

Our ATTS survey data needs to be acknowledged and celebrated for 2020 as staff worked hard and put in a great amount of effort to focus on the wellbeing needs of their cohort of students. Although the data is somewhat different to that of previous years, it is still reflective of the work our staff do and is comparative to that of similar schools and state averages. Our Sense of connectedness in 2020 was 89.5% as opposed to similar schools which was 78.8% and the state average of 79.2%.

The Management of Bullying in 2020 was 88.3% as opposed to similar schools of 78.1% and the state average of 78.0%.

## Financial performance and position

The collection rate of our Essential Education Items was very high in 2020 and was above the predicted 95%. This in large was as a result of CSEF being allowed to be used for fees as this helped some families finalise their contributions. This collection rate was important as our booklist was very depleted with nearly all of our stationary being sent home throughout 2020 to support the families with the students home learning. We have a very inclusive community culture which I believe facilitates our good collection rates which I anticipate being back around the +95%

again in 2021.

Along with the Essential Education Items we work hard with our families to assist in the payment process for all camps, excursions and student laptop programs. Around 20% of our families access CSEF funding and we receive around \$30,000 annually through CentrePay.

Overall expenditure in 2020 was down by a little over 20% despite our student numbers increasing by more than 10%. This represents a saving of \$280,000 on 2019 or \$320 per student. I foresee this spend increasing in line with our student numbers in 2021 with students being back on site full time and some of our initial assets needing replacing. Despite the predicted increased spend of just over \$80,000 the spend per student remains around \$920.00.

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

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 882 students were enrolled at this school in 2020, 410 female and 472 male.

25 percent of students had English as an additional language and 1 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

#### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

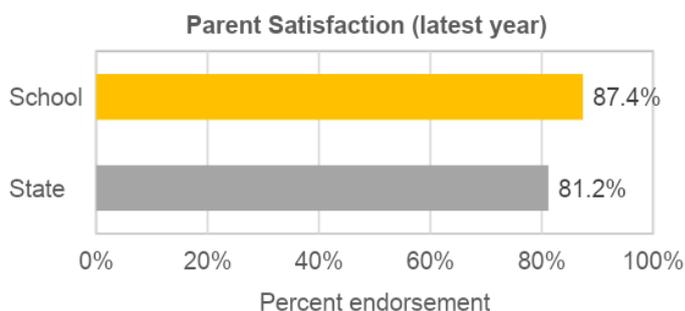
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

#### Parent Satisfaction

Latest year  
(2020)

School percent endorsement:

87.4%



## John Henry Primary School

State average:

81.2%

### 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.

### School Climate

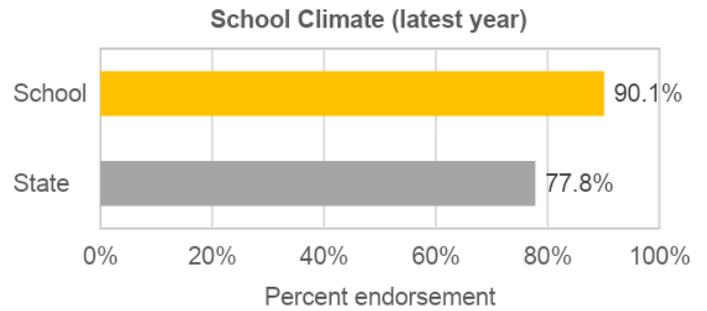
Latest year  
(2020)

School percent endorsement:

90.1%

State average:

77.8%



## ACHIEVEMENT

**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

School percent of students at or above age expected standards:

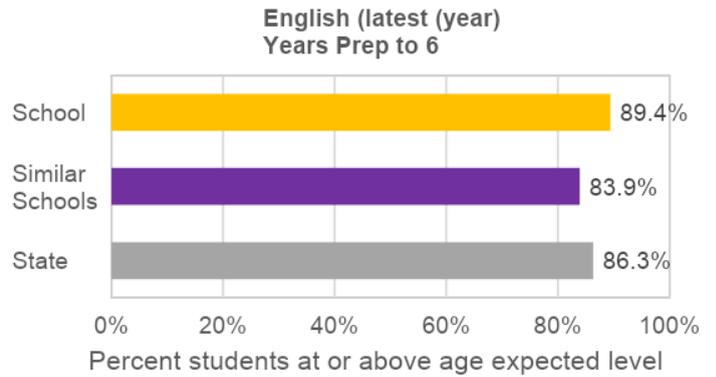
Latest year  
(2020)  
89.4%

Similar Schools average:

83.9%

State average:

86.3%



#### Mathematics Years Prep to 6

School percent of students at or above age expected standards:

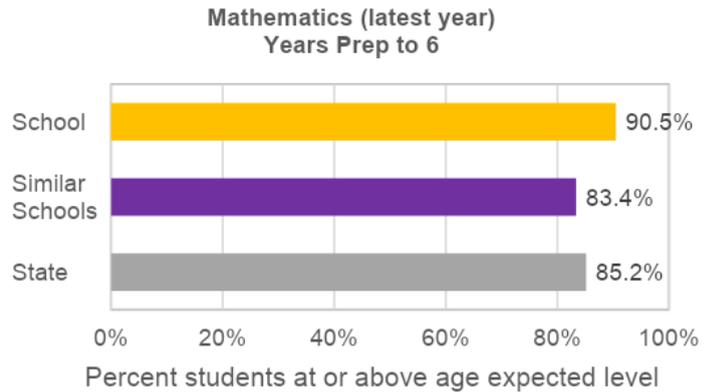
Latest year  
(2020)  
90.5%

Similar Schools average:

83.4%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

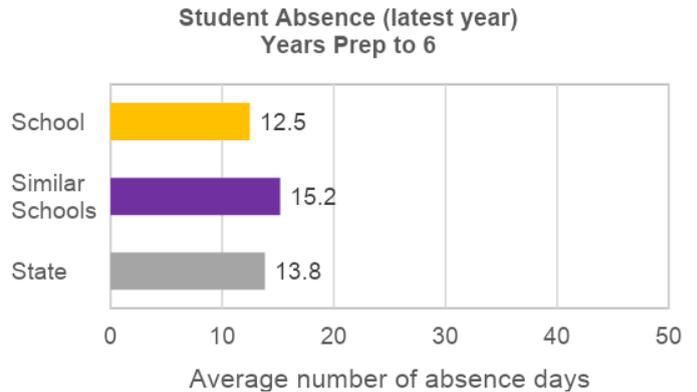
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

|  | Latest year (2020) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 12.5               | 16.1           |
| Similar Schools average:               | 15.2               | 16.2           |
| State average:                         | 13.8               | 15.3           |



### Attendance Rate (latest year)

|                                       | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2020): | 94%  | 93%    | 95%    | 94%    | 93%    | 92%    | 93%    |

## 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).

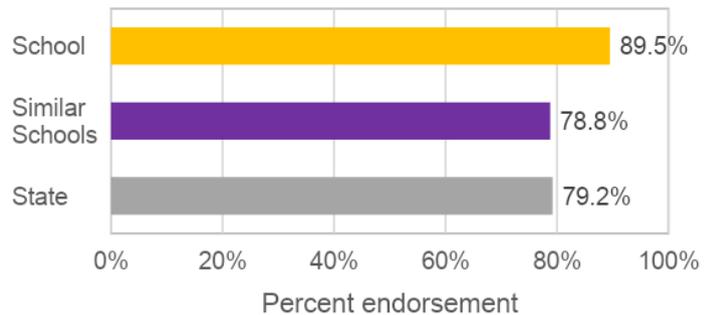
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 4 to 6

|                             | Latest year (2020) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 89.5%              | 90.1%          |
| Similar Schools average:    | 78.8%              | 78.8%          |
| State average:              | 79.2%              | 81.0%          |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

#### Sense of Connectedness (latest year) Years 4 to 6



### 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).

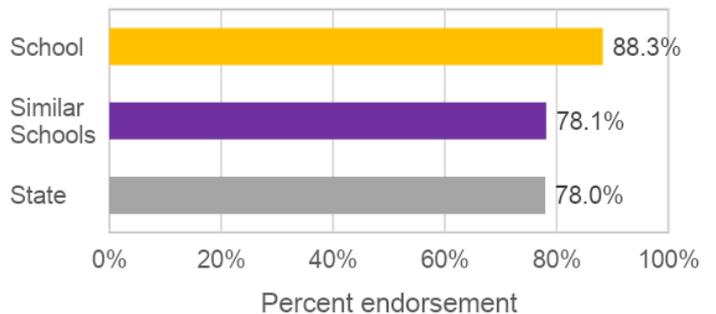
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 4 to 6

|                             | Latest year (2020) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 88.3%              | 89.2%          |
| Similar Schools average:    | 78.1%              | 78.1%          |
| State average:              | 78.0%              | 80.4%          |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

#### Management of Bullying (latest year) Years 4 to 6



# Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$6,950,858        |
| Government Provided DET Grants | \$968,286          |
| Government Grants Commonwealth | \$11,721           |
| Government Grants State        | NDA                |
| Revenue Other                  | \$53,696           |
| Locally Raised Funds           | \$293,717          |
| Capital Grants                 | NDA                |
| <b>Total Operating Revenue</b> | <b>\$8,278,278</b> |

| Equity <sup>1</sup>                                 | Actual           |
|---|------------------|
| Equity (Social Disadvantage)                        | \$197,415        |
| Equity (Catch Up)                                   | NDA              |
| Transition Funding                                  | NDA              |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA              |
| <b>Equity Total</b>                                 | <b>\$197,415</b> |

| Expenditure                           | Actual      |
|---------------------------------------|-------------|
| Student Resource Package <sup>2</sup> | \$6,741,008 |
| Adjustments                           | NDA         |
| Books & Publications                  | \$21,780    |
| Camps/Excursions/Activities           | \$68,889    |
| Communication Costs                   | \$12,075    |
| Consumables                           | \$146,297   |
| Miscellaneous Expense <sup>3</sup>    | \$28,403    |
| Professional Development              | \$55,544    |
| Equipment/Maintenance/Hire            | \$181,891   |
| Property Services                     | \$86        |
| Salaries & Allowances <sup>4</sup>    | \$79,084    |
| Support Services                      | \$46,368    |
| Trading & Fundraising                 | \$105,833   |
| Motor Vehicle Expenses                | \$55        |
| Travel & Subsistence                  | \$4,212     |

John Henry Primary School

|                                       |                    |
|---------------------------------------|--------------------|
| Utilities                             | \$89,803           |
| <b>Total Operating Expenditure</b>    | <b>\$7,581,328</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$696,950</b>   |
| <b>Asset Acquisitions</b>             | <b>NDA</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 02 Mar 2021 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 2020**

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$602,223        |
| Official Account              | \$21,435         |
| Other Accounts                | NDA              |
| <b>Total Funds Available</b>  | <b>\$623,658</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$139,319        |
| Other Recurrent Expenditure                 | \$15,107         |
| Provision Accounts                          | NDA              |
| Funds Received in Advance                   | \$65,306         |
| School Based Programs                       | \$4,214          |
| Beneficiary/Memorial Accounts               | NDA              |
| Cooperative Bank Account                    | NDA              |
| Funds for Committees/Shared Arrangements    | NDA              |
| Repayable to the Department                 | NDA              |
| Asset/Equipment Replacement < 12 months     | NDA              |
| Capital - Buildings/Grounds < 12 months     | NDA              |
| Maintenance - Buildings/Grounds < 12 months | NDA              |
| Asset/Equipment Replacement > 12 months     | NDA              |
| Capital - Buildings/Grounds > 12 months     | NDA              |
| Maintenance - Buildings/Grounds > 12 months | NDA              |
| <b>Total Financial Commitments</b>          | <b>\$223,946</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.*