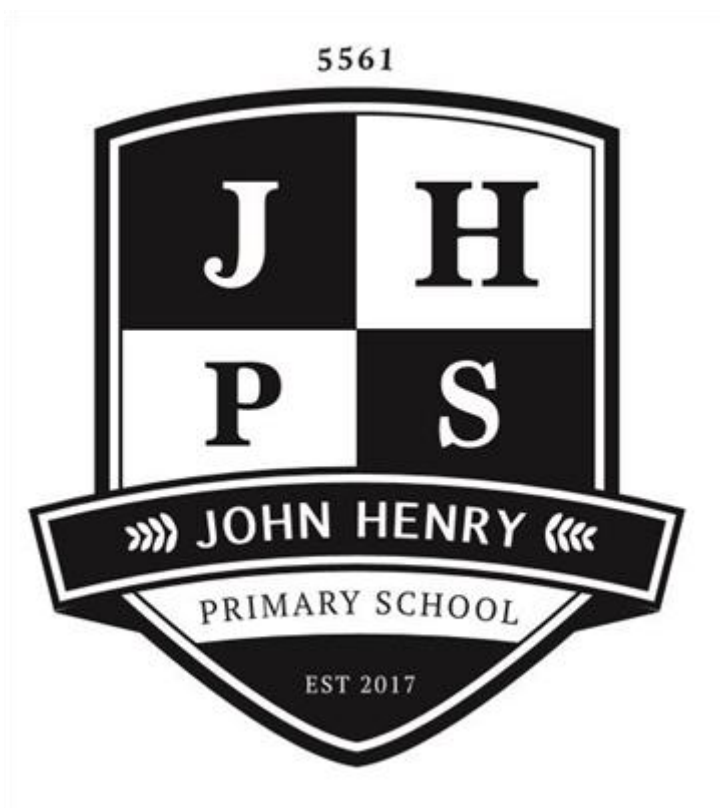


School Strategic Plan 2019-2023

John Henry Primary School (5561)



Submitted for review by Tanya Roberts (School Principal) on 19 February, 2020 at 11:11 AM
Endorsed by Mark Anderson (Senior Education Improvement Leader) on 19 February, 2020 at 03:06 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2019-2023

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School vision	"At John Henry Primary School, we strive to provide the highest quality teaching and learning opportunities for our community."
School values	<p>School Expectations: John Henry Primary School is committed to developing learners:</p> <p>Recognising and developing intellectual, academic, cultural and sporting excellence. Providing inspirational and challenging teaching that is caring of the individual. Appreciating its diverse and highly professional staff and their dedication to the expectations of the School.</p> <p>John Henry Primary School is committed to development of RESPECTFUL citizens:</p> <p>Providing students, parents and staff with a sense of belonging to a community with clear goals. Encouraging and expecting the involvement of all members of the school community. Fostering understanding, empathy, cooperation and harmony within a culturally diverse school community. Supporting social responsibility in a local, national and international context.</p> <p>John Henry Primary School is committed to the development of RESPONSIBLE citizens:</p> <p>Challenging every student to achieve his full potential, often beyond perceived capabilities. Promoting creativity, innovation, teamwork and leadership in its students and staff. Supporting humour, inquiry, pragmatism, balance, optimism, resilience and lofty aspirations. Developing within students their capacity for self-management and self-determination. Honouring the promotion of care for others.</p> <p>John Henry Primary School is committed to providing a child safe environment for all students by:</p> <p>Implementing the Child Safe Standards to ensure the safety and wellbeing of all students at our school. Promote an organisational culture that manages the risk of child abuse and neglect. Has developed policies and procedures that aim to keep children safe.</p>

Context challenges

School Context

John Henry Primary School serves the rapidly growing residential areas in the suburb of Pakenham. The school has been built to accommodate up to 400 students, and was delivered by the Learning Communities Victoria (LCV) consortium as part of the Public Private Partnership.

John Henry Primary School (JHPS) is a government primary school established in 2017 with Foundation to Grade 6 classes. Located on Henry Road, Pakenham, it is an exciting social infrastructure hub for the rapidly growing community. The school opened with 37 staff members, including a Principal, two Assistant Principals, a Business Manager, two Office Administration staff, six Education Support Officers, a Community Engagement Officer, 25 Classroom and Specialist Teachers and most importantly many local students. JHPS offers students the highest quality academic, social and emotional education and offer specialist subjects for all year levels including, Science, Performing Arts, Visual Arts, Digital Technology, Social Personal Competencies (SPC) and Physical Education. At the start of 2020, our enrolments will be 898 and hence we quickly grew beyond our permanent buildings. By April of 2017 we had 4 mod - 5 portables on site and currently have 13 portables on site (2 are specialist buildings). We have an SFOE of 0.46 at the end of 2018, the school had an EAL enrolment profile of 29%. This exponential growth has been experienced across all year levels.

Facilities

The school was designed with the local community in mind and is a gathering place for local families and residents to enjoy community, arts, sports and recreation programs.?

Facilities include:

- an Early Learning Centre run by the YMCA that facilitates the transition between early childhood learning to primary education;
- an additional multi-purpose space that can be used by the school during school hours and by the YMCA out of school hours to provide a range of community services and programs;
- an expanded gymnasium built to Netball Victoria standards;
- embedded environmental sustainability education via the CERES ResourceSmart Schools program initiative;
- conference and meeting rooms for local community use.

Our school facilities comprise four quality permanent Learning Community buildings (these are open plan classrooms that have excellent withdrawal spaces, wet and storage areas including a multi-media centre). with two separate blocks for Administration and Staff Centre, Community Hub and Physical education and Visual Arts. As the school enrolment increases, additional relocatable classrooms are added which develops additional Learning Community areas of the school.

Our grounds are well developed and include gardens, seating, trees/shade, additional shaded areas and two adventure playground areas, two asphalted basketball courts and the well developed oval that provides for active sports and games.

A fully operational Canteen and our great Out of School Hours Care program operate out of the building that includes our school gymnasium.

A culture of cooperation between parents and staff is well established in our school and contributes significantly to the high academic and engagement achievement of our students. This is reflected in the extremely high levels of satisfaction that are consistently achieved in the Departments annual Student, Teacher and Parent Opinion surveys.

Challenges for the next Strategic Plan Period

As a new school, the development of a sound instructional learning model that supports our innovative learning environment remains a key factor in developing our student centered learning culture. The instructional model includes:

- Developing a common language around shared practice, protocols and planning
- Supporting teacher reflection through evidence based research
- Encouraging teachers to put faces to data and develop programs to meet individual student needs through PLC data cycle processes

Our infrastructure includes permanent flexible learning communities for 400 students and relocatable accommodation for another 500 students. We have additional specialised facilities that include a full sized basketball stadium, a community hub, specialist Art and Music facilities and an open planned Staff Centre that is also used as an extended staffroom. All classrooms have been equipped with overhead projector facilities, mobile large flat screen TV's and have access to over 600 iPads and laptops located across the school. Our Year 5 & 6 students have their BYOD that is linked with our local secondary schools and is sourced through Edunet.

Our staffing is currently at 75 and consists of 3 Principal Class, 8 Leading Specialists, 1 Family Support Worker, 39 classroom teachers, 11 specialist teachers, 14 Educational Support Staff and 4 Office Staff. Educators work in Learning Communities to create a wide range of teaching options that better caters for individual needs of all students.

We are implementing a whole school approach to learning and teaching in both Literacy and Numeracy as outlined in the FISO model. Our Specialist areas of curriculum delivery include whole school programs in Performing Arts (Music and Drama), Art, Physical Education, Science, ICT and SPC. Our LOTE program is Mandarin and is implemented across the whole school. The chosen language supports our Global Citizenship partnership with our sister school No. 3 primary school attached to Lianyungang Teachers College, based in China.

Our Performing Arts program is expanding rapidly and now includes a biannual Musical production, biannual Wakkakiri Production, State School Spectacular, school choirs, hip hop and Glee Club. Our Visual Arts program has already expanded with presentations in the local community and new permanent displays emerging around the school. Our Science program has an environmental influence with programs being developed in line with Inquiry questions being investigated in each learning community. In sport, our

	<p>school is part of the Cardinia Network. We participate in interschool sport, have Athletics and Cross country whole school Carnival days, participate in Basketball (Hoop Time), Netball (Kia Cup) and Aerobics championship competitions at a state and national level. We have an active school camps program. At the beginning of each year, our Year 5 & 6 students attend a team building day camp at Allanbee. Our Year 3 camp is a two night camp at Maryborough YMCA. Our Year 4 students participate in a two night adventure camp at Waratah Bay. Students in Year 5 participate in a City Camp for 2 nights and Year 6 attend a three/four night camp at Camp Coolamatong. Camps at each year level provide students with a unique opportunity different to each other and that of their local community. All students are encouraged to actively participate in these activities as they provide excellent opportunities for team building, independence and communication skills.</p> <p>Our vision, expectations and specialised programs has The Child at the centre of all learning. Our whole school structures ensure that the whole child is being creatively catered for from Foundation to Year 6.</p> <p>John Henry Primary School has a variety of partnerships within the wider community. Through the PPP process, we have partnerships with CERES and our environmental science programs, YMCA and our links with before and after school care and we have important and developing communities of practice dialogue with our local Pre-school centres and the Social Inclusion Cardinia Network Team (Indigenous).</p>
<p>Intent, rationale and focus</p>	<p>What is your school trying to achieve ?</p> <p>The school believes students learn best when they feel safe, valued and happy. Our staff is committed to providing an environment that nurtures personal growth and self-esteem. All members of the school community have rights and responsibilities and these are best ensured when agreed procedures are accepted and followed. The school and its community share the responsibility to assist students in learning appropriate behaviours. Student learning is fostered in an environment that promotes success. Students develop a positive attitude towards learning and a feeling of self-worth as they are encouraged to view themselves as being competent and responsible. It is their happiness, development and acceptance of themselves as people of worth, together with the acquisition of understandings and skills that will assist them to take part in their wider community. The community is working to develop a growth mindset towards life.</p> <p>Why is this important?</p> <p>When we have a growth mindset, we take on challenges and learn from them, therefore increasing our abilities and achievement. When students understand they can get smarter they exert more effort in their studies. Growth Mindset is the belief that one's abilities, qualities, and intelligence can be developed, while a fixed mindset believes that intelligence and one's qualities are unchangeable. Praising our school community for hard work, rather than intelligence, will help to foster confidence that anything can be learned with the right amount of effort. When students worry less about looking intelligent and put more energy into learning, they will achieve more overall.</p> <p>What are we prioritising?</p>

As a developing school only into our 4th year of operation, we are initially prioritising growing the understanding of our community (staff and parents) with:

- What is a Strategic Plan?
- What is an Annual Implementation Plan?
- How and Why does a Strategic Plan unfold.
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Our school review process led us to identify the following key directions for our next School Strategic Plan:

- literacy particularly improving outcomes in writing
- numeracy particularly increasing percentages of students in top bands
- increasing student empowerment in learning.

To improve students' outcomes in literacy:

Key Improvement 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.

To improve student outcomes in numeracy:

Key Improvement 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.

To increase student agency in their learning

Key Improvement Strategies

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.

Key Actions:

Sheena Cameron Literacy Place Professional Development

JHPS Instructional Model - Embedded

DET Literacy Teaching Toolkit utilised

'Clarity' - Lyn Sharrat text used by Leadership Team as bases for staff development conversations

DET Amplify document unpacked at Cohort Level

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Goal 1	To improve students' outcomes in literacy.
Target 1.1	Drafting notes: Goal is around literacy, however, all targets are solely Writing. maybe consider including additional targets based around Reading. Increase NAPLAN top two bands Year 5 Writing from 15 per cent in 2019 to 25 per cent in 2023.
Target 1.2	Decrease NAPLAN bottom two bands Year 5 Writing from 23 per cent in 2019 to 15 per cent in 2023.
Target 1.3	Increase teacher judgment above expected level in Writing (2018 Semester 2) from 18 per cent to 25 per cent in 2023.
Key Improvement Strategy 1.a Curriculum planning and assessment	Build staff capability to build and extend all students including highly capable students in literacy
Key Improvement Strategy 1.b Building practice excellence	Develop a holistic understanding and approach to the teaching of literacy
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Embed evidenced based High Impact Teaching Strategies integrated with DET literacy initiatives

Goal 2	To improve student outcomes in numeracy
Target 2.1	<p>Drafting notes: Currently NAPLAN is the only data source measuring this goal. Please consider replacing a NAPLAN target with additional achievement targets e.g. teacher judgements</p> <p>Increase the percentage of students in the top 2 bands in NAPLAN Numeracy for</p> <ul style="list-style-type: none"> • Year 3 from 27 per cent in 2019 to 35 per cent in 2023. • Year 5 from 28 per cent in 2019 to 35 per cent in 2023.
Target 2.2	Decrease low benchmarks growth in NAPLAN Numeracy from 20 per cent in 2019 to at or below 15 per cent in 2023.
Target 2.3	Decrease Year 3 NAPLAN Numeracy bottom two bands from 22 per cent in 2019 to at or below 20 per cent in 2023
Key Improvement Strategy 2.a Building practice excellence	Develop professional opportunities for collaboration with similar schools to enable a community of practice that focuses on numeracy teaching and learning.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build staff capability to build and extend highly capable students in numeracy.
Key Improvement Strategy 2.c Building practice excellence	Embed sustainable processes in numeracy coaching and mentoring.
Goal 3	To increase student agency in their learning

Target 3.1	<p>Drafting note: AToSS is the only student measure target used to measure this goal. Suggest you consider combining the 3 AToSS targets into 1 and including another measure of engagement e.g. attendance, student behaviour.</p> <p>Increase AToS Learning Confidence (Males) from 76 per cent to 85 per cent positive.</p>
Target 3.2	<p>Increase AToS Student Voice and Agency overall from 71 per cent to 85 per cent positive.</p>
Target 3.3	<p>Increase AToS Stimulated learning from 76 per cent (males) to 85 per cent positive.</p>
Key Improvement Strategy 3.a Empowering students and building school pride	<p>Build teacher knowledge of and capacity to promote student agency.</p>
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	<p>Empower staff to become active, self-regulating learners</p>
Key Improvement Strategy 3.c Empowering students and building school pride	<p>Develop and promote practices and artifacts which support student agency.</p>