

2023 Annual Implementation Plan

for improving student outcomes

John Henry Primary School (5561)



Submitted for review by Tanya Roberts (School Principal) on 10 May, 2023 at 03:56 PM
Endorsed by Keith Perry (Senior Education Improvement Leader) on 23 May, 2023 at 11:35 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	2022 was a year for schools to reestablish what teaching and learning looked like in a "COVID-normal" environment. What we found was that many teachers (especially our inexperienced teachers) had not had a chance to A) develop high quality teaching practice or B) have enough years to consolidate teaching practices. Lockdowns, disruptions and online teaching meant that many of these core day-to-day skills were not as strong as they'd once been throughout the school. 2022 was a year to take a step back and develop or consolidate some of the foundations of teaching and learning with all staff.
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Considerations for 2023	Much of the work we've begun over the last few years has continued but 2023 see the influx of around 25% new staff and 30% leadership change. 2023 will see us refocusing, clarifying and re-embedding our core practices as a result.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve students' outcomes in literacy.
Target 2.1	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 2.2	Decrease NAPLAN bottom two bands Year 5 Writing from 23 per cent in 2019 to 15 per cent in 2023.
Target 2.3	Increase teacher judgment above expected level in Writing (2018 Semester 2) from 18 per cent to 25 per cent in 2023.

Key Improvement Strategy 2.a Curriculum planning and assessment	Build staff capability to build and extend all students including highly capable students in literacy
Key Improvement Strategy 2.b Building practice excellence	Develop a holistic understanding and approach to the teaching of literacy
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Embed evidenced based High Impact Teaching Strategies integrated with DET literacy initiatives
Goal 3	To improve student outcomes in numeracy
Target 3.1	<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 3.2	Decrease low benchmarks growth in NAPLAN Numeracy from 20 per cent in 2019 to at or below 15 per cent in 2023.
Target 3.3	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 3.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 3.b Evidence-based high-impact teaching strategies	Build staff capability to build and extend highly capable students in numeracy.
Key Improvement Strategy 3.c Building practice excellence	Embed sustainable processes in numeracy coaching and mentoring.
Goal 4	To increase student agency in their learning
Target 4.1	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. Increase AToS Learning Confidence (Males) from 76 per cent to 85 per cent positive.
Target 4.2	Increase AToS Student Voice and Agency overall from 71 per cent to 85 per cent positive.
Target 4.3	Increase AToS Stimulated learning from 76 per cent (males) to 85 per cent positive.
Key Improvement Strategy 4.a Empowering students and building school pride	Build teacher knowledge of and capacity to promote student agency.

Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Empower staff to become active, self-regulating learners
Key Improvement Strategy 4.c Empowering students and building school pride	Develop and promote practices and artifacts which support student agency.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>100% of staff at John Henry Primary School will be trained in Essential Assessment Numeracy 100% of staff at John Henry Primary School will be trained in 'The Writing Process Model.'</p>
To improve students' outcomes in literacy.	No	<p>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.</p>	
		<p>Decrease NAPLAN bottom two bands Year 5 Writing from 23 per cent in 2019 to 15 per cent in 2023.</p>	
		<p>Increase teacher judgment above expected level in Writing (2018 Semester 2) from 18 per cent to 25 per cent in 2023.</p>	
To improve student outcomes in numeracy	No	<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. 	
		<p>Decrease low benchmarks growth in NAPLAN Numeracy from 20 per cent in 2019 to at or below 15 per cent in 2023.</p>	
		<p>Decrease Year 3 NAPLAN Numeracy bottom two bands from 22 per cent in 2019 to at or below 20 per cent in 2023</p>	
To increase student agency in their learning	No	<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>	
		<p>Increase AToS Student Voice and Agency overall from 71 per cent to 85 per cent positive.</p>	
		<p>Increase AToS Stimulated learning from 76 per cent (males) to 85 per cent positive.</p>	

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	100% of staff at John Henry Primary School will be trained in Essential Assessment Numeracy 100% of staff at John Henry Primary School will be trained in 'The Writing Process Model.'	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	100% of staff at John Henry Primary School will be trained in Essential Assessment Numeracy 100% of staff at John Henry Primary School will be trained in 'The Writing Process Model.'
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Develop whole school assessment schedules and review Learning Continuums in Literacy and Numeracy Develop a peer observation process to support teachers to learn from each other Further develop the Tutor Learning Initiative to focus on "learner confidence"
Outcomes	<p>For Students to:</p> <ul style="list-style-type: none"> *Be able to articulate their learning and where they are in the structure of the lesson eg. Tuning In, Apply, Reflect *Be provided with appropriate learning that is differentiated to their point of need *Be active participants in the learning feedback process *Students in need of targeted Numeracy academic support or intervention with be identified and supported <p>For Teachers to:</p> <ul style="list-style-type: none"> *utilise whole school documentation to assist with planning and assessment *Develop capacity and understanding to apply the Instructional Model in the classroom setting including understanding the structure of the model and use this to regularly plan and deliver lessons *Engage in peer observations and coaching conversations about professional practice *Engage with professional reading, support and PLC meetings to support their teaching <p>For Leaders to:</p> <ul style="list-style-type: none"> *Develop their leadership skills to support their teams and the wider staff *use multiple sources of evidence to track peer coaching and implementation of the pedagogical model including barriers and enablers; invite teachers to observe their classes; develop their own peer coaching skills <p>For the community to:</p>

	<p>*Be updated on their child's progress</p> <p>*Support children to get to school each day and value the learning that their children are being provided with</p>			
Success Indicators	<p>Leaders will utilise the Student Attitudes to School Survey to measure the student perception of "My teacher understands how I learn" with a focus on increasing perception from 73% in female respondents to 80% in 2023.</p> <p>Leaders will utilise the school Attendance Data to monitor student attendance and provide feedback to families each term.</p> <p>Leaders will use artefacts and evidence, such as notes from leadership meetings, PLC meetings and observation notes to measure impact</p> <p>Teachers will demonstrate their understanding of the Instructional Model by their inclusion of the model in their planning documents each week</p> <p>Teachers will monitor their learning through Peer Observation logs</p> <p>Teachers will use artefacts and evidence such as lesson plans, notes and staff survey</p> <p>Students evidence will be collected by teachers from notes from conversations with students and classroom observations.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Michael Ymer - Maths Consultant</p> <p>Michael is visiting each term and modelling high quality maths instruction to year level teams of teachers each time. Each teacher across the school will have an opportunity to work with Michael in 2023.</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>In-school Maths Consultant - Michael Ymer</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$20,000.00</p>

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Curriculum Day. Relaunch of instructional model.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$8,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Maths and English Conference. Targetted work with Maths and English team to lead improvements around Maths and English	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Network Writing competition	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop a school attendance policy that involves staff, student and families https://www.vic.gov.au/attendance-and-missing-school Develop a program of events and groups where students and families feel included and culturally safe at JHPS.			
Outcomes	For Students: The development of skills and attitudes such as self-discipline, punctuality, and being organised will optimise life choices Regular attendance leads to making friends and learning how to maintain relationships over a length of time Regular attendance leads to learning social skills necessary to live and work with others			

	<p>The more students attend, the more they will learn and the more they will like school.</p> <p>For the Community:</p> <p>Young people are the next generation of community leaders and community citizens Community agencies can work in partnership with schools towards the shared goal of developing future community leaders and citizens Young people who attend school regularly are more likely to be safe The more students attend, the more they learn and the more likely they are to make a positive contribution to society.</p>			
Success Indicators	<p>Develop Community Groups to support EAL families engage with school and the community Establish additional community groups linked with ASD, EAL and Dads Establish a program of events, where we welcome in the Community. Develop a Schools Champions Program Leaders will utilise the school Attendance Data to monitor student attendance and provide feedback to families each term. Leaders will use artefacts and evidence, such as notes from leadership meetings, PLC meetings and observation notes to measure impact</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
JOHN HENRY PRIMARY SCHOOL INSTRUCTIONAL MODEL - Professional Development model	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

ITS NOT OK TO BE AWAY PROGRAM	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School events to promote inclusion and cultural safety at school: Harmony Week events: - Harmony Day Parade - Harmony Week Lunch (community members and staff). - International Day of Disability (Term 4)	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Community Groups: - ASD/Neurodiversity Support Group - EAL conversation group - "Dad's and emotions" workshop with Anglicare	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$270,523.11	\$170,000.00	\$100,523.11
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$110,196.82	\$110,196.82	\$0.00
Total	\$380,719.93	\$280,196.82	\$100,523.11

Activities and Milestones – Total Budget

Activities and Milestones	Budget
In-school Maths Consultant - Michael Ymer	\$20,000.00
Totals	\$20,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
In-school Maths Consultant - Michael Ymer	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$20,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Wellbeing coordinator. Programs run by Wellbeing team	\$300,000.00
Totals	\$300,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Wellbeing coordinator. Programs run by Wellbeing team	from: Term 1	\$150,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services

	to: Term 4		
Totals		\$150,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Wellbeing coordinator. Programs run by Wellbeing team	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Wellbeing coordinator. Programs run by Wellbeing team	from: Term 1 to: Term 4	\$110,196.82	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Totals		\$110,196.82	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Michael Ymer - Maths Consultant Michael is visiting each term and modelling high quality maths instruction to year level teams of teachers each time. Each teacher across the school will have an opportunity to work with Michael in 2023.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Michael Ymer	<input checked="" type="checkbox"/> On-site
In-school Maths Consultant - Michael Ymer	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Michael Ymer	<input checked="" type="checkbox"/> On-site
JOHN HENRY PRIMARY SCHOOL INSTRUCTIONAL MODEL - Professional Development model	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Langham Hotel
ITS NOT OK TO BE AWAY PROGRAM	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site