

2021 Annual Report to The School Community



School Name: James Cook Primary School (5136)



- 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 2021 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 29 March 2022 at 08:18 PM by Anne Burgess (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 29 March 2022 at 08:21 PM by Lucas Sheldon (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

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.

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.

'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.

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 disabilities 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

Situated at the gateway to Endeavour Hills, southeast of Melbourne, James Cook Primary School continues to provide high-quality education in a culture of high expectations for all students. Every learner is encouraged to be the very best versions of themselves, through supported by the school's values of Respect, Teamwork, Inclusiveness, Resilience and Persistence. Enrolments funded at 229 with the 2021 SFOE at 0.5536, inclusive of 100 EAL/D and 5.0 PSD funded students.

Our school motto, "Believe to Succeed", is underpinned by the belief that every child can, and will, succeed, focusing on the learning growth and development the whole student. Through targeted academic and social programs, we equip students with the tools to contribute successfully within the local and global communities. Teachers and Education Support staff work collaboratively to plan and deliver an engaging curriculum for 21st century learners, ensuring our students remain at the centre of learning.

The 27-strong, teaching and learning team at James Cook Primary School includes 17.6 EFT teaching staff, supported by 5.06 EFT Education Support staff. The Tutor Learning Initiative provided and additional 1.1 EFT teaching staff to support the remote learning catch-up initiative.

In 2021, we continued to invest in a professional development strategy for ongoing strengthening of staff capacity to deliver evidence-based, responsive instruction for our students and best teaching practice, delivering high-quality learning and teaching for continuous student learning outcomes.

James Cook Primary School delivers academic programs underpinned by FISO High Impact Teaching Strategies, aligned to the Victorian Curriculum standards. Our commitment to student growth and achievement is paramount. Specialist classes are in Physical Education and Sport, Visual Arts, Music-Performing Arts and Chinese Mandarin remain as core. Support daily instruction, Literacy and Numeracy intervention and extension programs are also key to ensure all students are challenged at their point of need.

Framework for Improving Student Outcomes (FISO)

Despite further periods of remote learning during 2021, our KIS Learning, catch-up and extension, Happy, active and healthy kids, and Connected school priorities were achieved.

Learning Intentions and Success Criteria (LI-SC), aligned to the Victorian Curriculum achievement standards for all English and Mathematics - Number lessons remained essential for our students during remote learning. The consistency of our Literacy and Numeracy instructional models remained a priority and were steadfastly delivered daily, via Webex sessions during periods of remote learning. Provision of devices and internet access for all students, at home and onsite, was achieved through the purchasing of 80 new Chrome Book devices to comply with DET's Bridging the Digital Divide initiative.

Our Assessment Schedule mandates were maintained to stay abreast of student learning progress. Benchmarking assessments of Reading progress during the periods of remote learning were administered online via Webex when required.

Achievement

Overall, students, parents and staff adjusted and responded well when required to return to the online learning environment via Classroom Dojo (F-2), Google Classroom (L3-L6) and Webex (whole-school). Lessons learned in the ICT domain in 2021 supported a smoother transition when required.

COVID conditions, lower respondent rates with parents, higher EAL parent cohort, are some of the considerations attached to these data sets.

- Staff Opinion Survey 2021 reported, School Climate 75.4% 2021 on par with the state.
- Parent satisfaction 80.7% 2021 came in on par with State 81.8% down from 89.7% in 2020 which was above state.

Student Improvement Outcomes

Despite the challenges of 2021, we are pleased to report many positives in student improvement outcomes. 2021 saw the return to NAPLAN for Year Three and Five students – four-year averages were provided as a relative measure.

Top Three Bands in Reading And Numeracy

- Yr3 Reading 75% – Above similar schools; almost at State 76.9% - four Year average above both similar schools and state
- Yr5 Reading 56.7% - below similar schools; well below state – four-year average 56.7% above similar schools below state 67.7%
- Yr3 Numeracy 52.8% - above similar schools; well below state 67.6% – Four-year average 62.5% well above similar schools but below state 69.1%
- Yr5 Numeracy 51.7% - above similar schools; below state 61.6% - above our four-year average 48.3% above similar; well below state 60.0%

Learning Gain Yr3-Yr5

- Reading low gain 36% 2021 – 30% 2019
- Reading High gain below similar schools in all areas except Numeracy which is above
- Numeracy low gain 9% 2021 – down from 43% 2019
- Numeracy High gain 32% 2021 – up from 13% 2019

2021 Victorian Curriculum Teacher Judgements

- English 83.3% at level up from 82.3% 2020 above similar schools 74.7%, below but small gain on state 86.2%
- Mathematics 82.3% at level up from 80.5% 2020, well above similar schools 70.6%, gaining on state 84.9% (85.2% 2020)

Engagement

Home-School partnerships remained the mainstay, for ensuring the learning growth of our students at James Cook Primary School. Transparency and clarity were essential in the success of teaching and learning delivery. Classroom Dojo and Google Classroom continued to support home-school communication and home learning in 2021. Students learnt to speak more, teachers learnt to talk less, providing a range of opportunities to strengthen student agency. Our teachers reported to parents via online parent-teacher interviews in both June and December. SSG meetings were also held via Webex. We will continue to offer online options for meetings to parents/carers who are restricted by work and family commitments in the future.

The Compass App communication and management system supported James Cook Primary School's ability to communicate and respond to all our families, regardless of the COVID restrictions, maintaining clarity and consistency to ensure all students and their families were heard. This was scaffolded by the school's highly responsive and effective, Leadership and Administrative Team.

Student attendance remains at the forefront of student success. Wellbeing and mental health supports were implemented to support the transitions into, and out of, remote learning. Average number of days absent 18.3 has remained steady over the four-year averaging. Attendance rate data ? lowest 89% Prep; highest 93% Year 3. This average sits above the state four-year average of 15.0 days absent.

Wellbeing

Despite the challenges presented in 2021, students at James Cook Primary School have responded favourably, as indicated in our 2021 Attitudes to School data. With both Sense of Connectedness 81.7% and Management of Bullying 83.5% achieving above both similar schools and state.

Teachers and support staff supported check-ins via either Webex or phone, with all students and Principal Class, Administration and Student Wellbeing staff followed up, to ensure any additional support strategies were followed through.

The SWPBS acknowledgement token system was implemented, including throughout the periods of remote learning, to promote attendance and engagement.

'Device-free Friday' was reinstated during remote learning to support the wellbeing of students, staff and home learning supporters, allowing students to develop self-regulation and be responsible for their learning in the absence of adult direction. It also provided time away from their devices. Staff were able to meet, debrief, collaborate within working hours.

Whilst many whole-school events were put on-hold, we saw a return to our traditional Year 6 Graduation format at the Atura venue. It was heart-warming to see a return to some normality and give our Year 6 students the send-off they deserved.

Finance performance and position

James Cook Primary School reports an annual surplus result of \$160,144 in 2021. 2021 Equity Funding (\$372,582), was utilised to support comprehensive and engaging curriculum support resources, including 'Home-Learning' packs, to support quality teaching and learning, along with professional learning for staff via predominantly online platforms. Casual relief staff were purchased for onsite supervision of students during remote learning periods. This enabled our staff to remain available for their students.

During 2021, the administration building was given a refresh, with painting and acoustic wall tiles installed. Grounds updates were also undertaken. Reinstatement works following water ingress incidents required and financial commitment beyond the 2021 budget allocation.

Their Care Before and After School Services honoured their rental commitment at an agreed reduced rate. PFA fundraising remained in hiatus, as a result of ongoing COVID-19 restrictions. Hall hire resumed in line with those restrictions.

For more detailed information regarding our school please visit our website at
<https://www.jamescookps.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 229 students were enrolled at this school in 2021, 124 female and 105 male.

53 percent of students had English as an additional language and NDP 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).

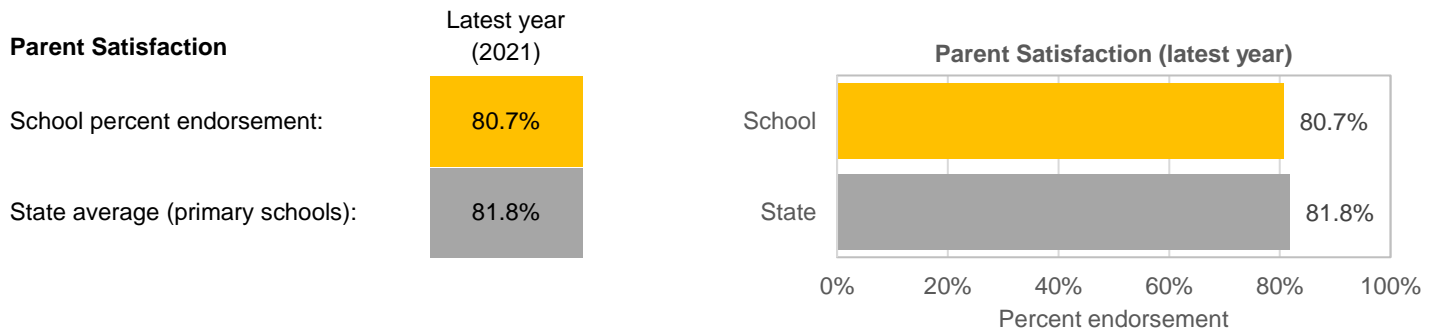
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

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.

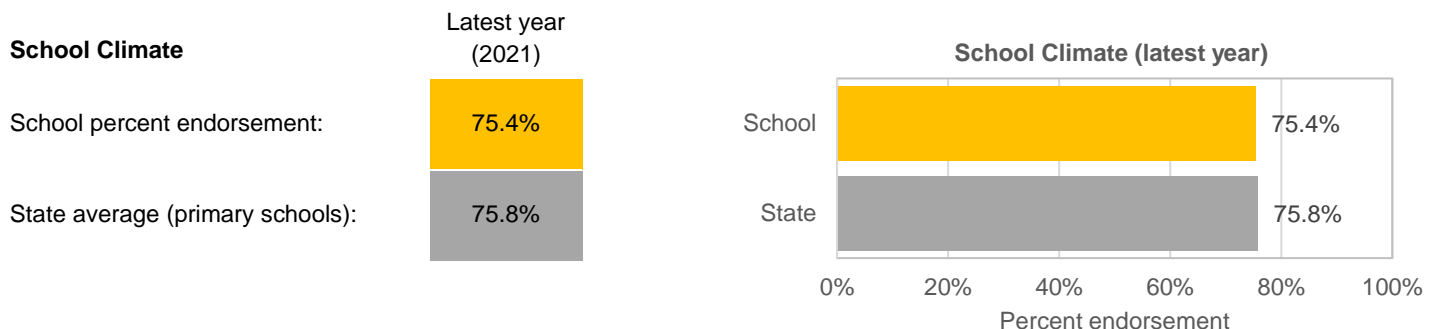


School Staff Survey

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.



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

Latest year
(2021)

School percent of students at or above age expected standards:

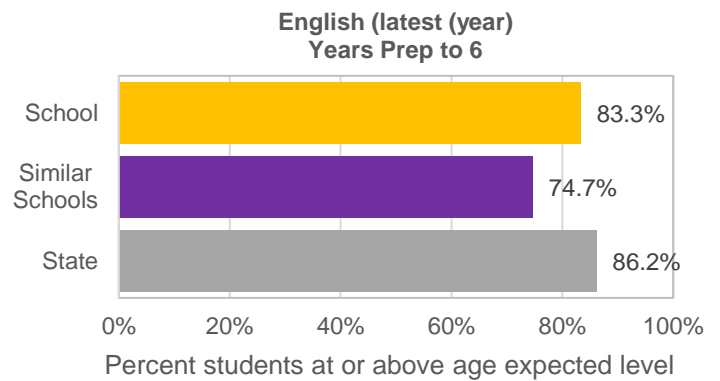
83.3%

Similar Schools average:

74.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

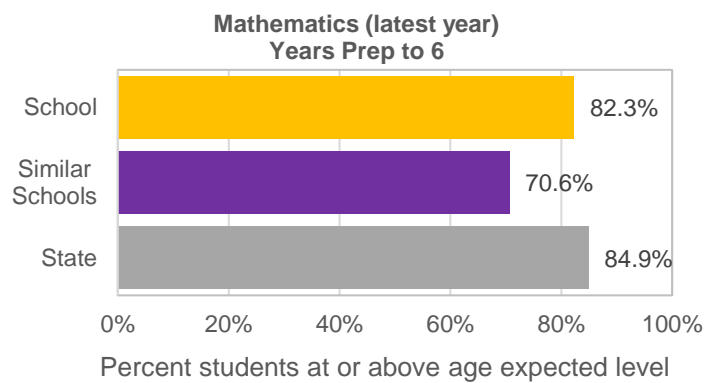
82.3%

Similar Schools average:

70.6%

State average:

84.9%



ACHIEVEMENT (continued)

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.

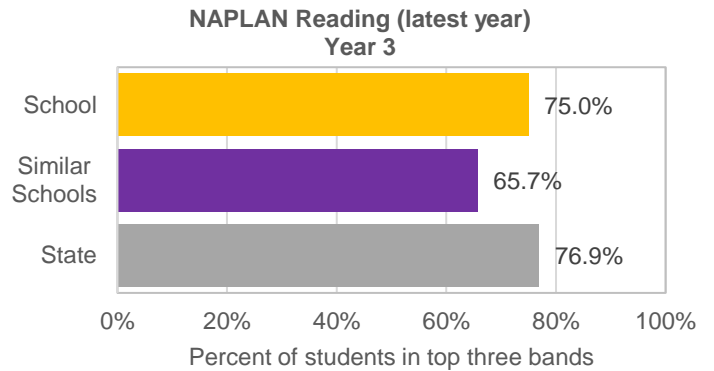
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

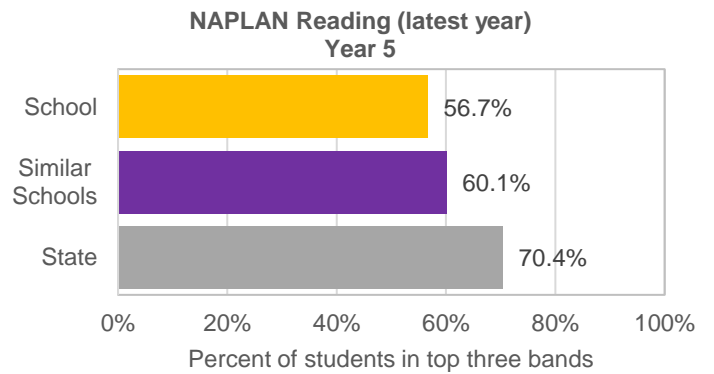
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	78.2%
Similar Schools average:	65.7%	65.6%
State average:	76.9%	76.5%



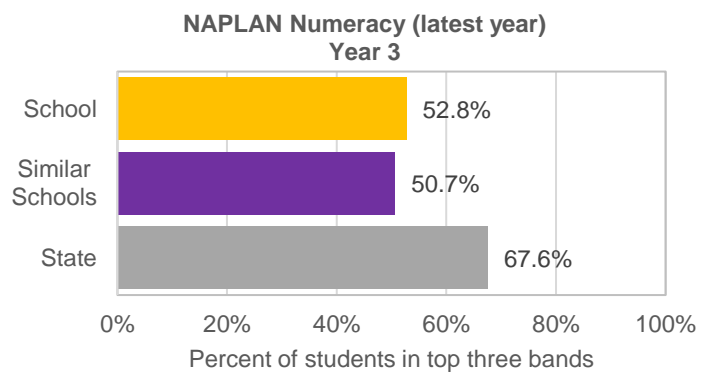
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.7%	56.7%
Similar Schools average:	60.1%	54.4%
State average:	70.4%	67.7%



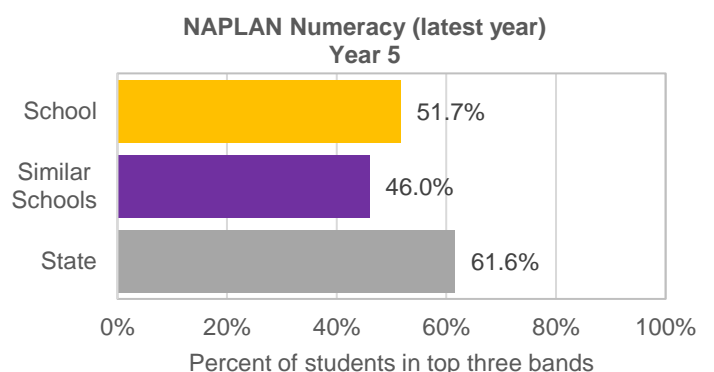
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	52.8%	62.5%
Similar Schools average:	50.7%	52.7%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.7%	48.3%
Similar Schools average:	46.0%	44.2%
State average:	61.6%	60.0%



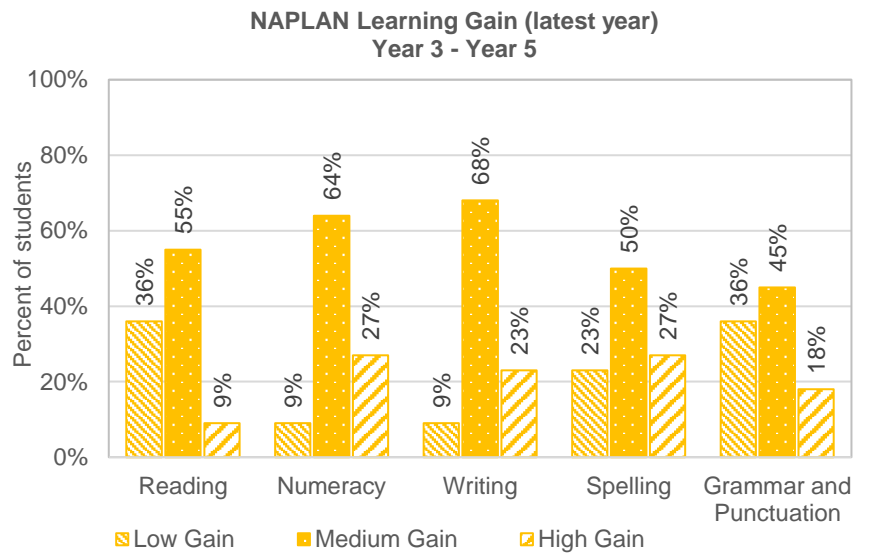
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	36%	55%	9%	20%
Numeracy:	9%	64%	27%	22%
Writing:	9%	68%	23%	24%
Spelling:	23%	50%	27%	31%
Grammar and Punctuation:	36%	45%	18%	25%



ENGAGEMENT

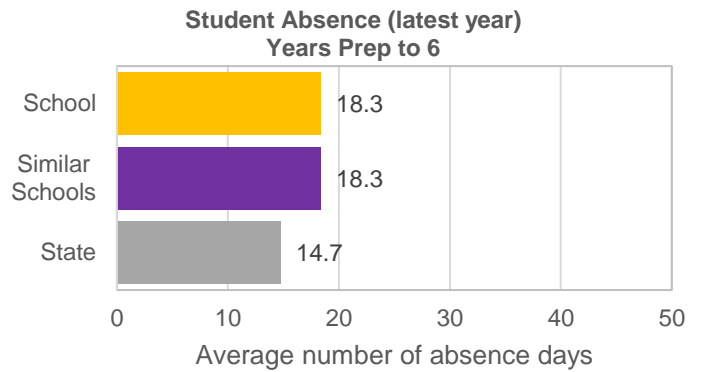
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	18.3	18.3
Similar Schools average:	18.3	18.4
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	89%	91%	90%	93%	91%	91%	91%

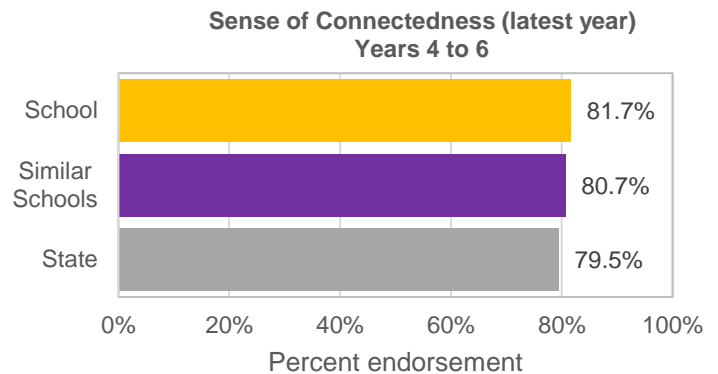
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.7%	82.4%
Similar Schools average:	80.7%	82.1%
State average:	79.5%	80.4%

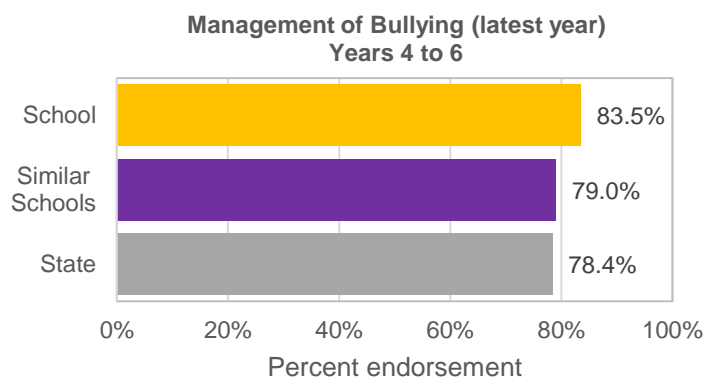


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	83.5%	77.4%
Similar Schools average:	79.0%	80.2%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,392,195
Government Provided DET Grants	\$409,653
Government Grants Commonwealth	\$38,650
Government Grants State	\$0
Revenue Other	\$30,518
Locally Raised Funds	\$99,286
Capital Grants	\$0
Total Operating Revenue	\$2,970,302

Equity ¹	Actual
Equity (Social Disadvantage)	\$372,582
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$372,582

Expenditure	Actual
Student Resource Package ²	\$2,238,856
Adjustments	\$0
Books & Publications	\$2,938
Camps/Excursions/Activities	\$37,662
Communication Costs	\$7,036
Consumables	\$92,828
Miscellaneous Expense ³	\$18,419
Professional Development	\$29,299
Equipment/Maintenance/Hire	\$141,627
Property Services	\$57,179
Salaries & Allowances ⁴	\$96,566
Support Services	\$57,810
Trading & Fundraising	\$9,748
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$20,190
Total Operating Expenditure	\$2,810,158
Net Operating Surplus/-Deficit	\$160,144
Asset Acquisitions	\$0

(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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$219,326
Official Account	\$6,886
Other Accounts	\$0
Total Funds Available	\$226,211

Financial Commitments	Actual
Operating Reserve	\$86,204
Other Recurrent Expenditure	\$304
Provision Accounts	\$0
Funds Received in Advance	\$38,924
School Based Programs	\$70,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$104,000
Maintenance - Buildings/Grounds < 12 months	\$56,155
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$373,588

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.