

2025 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 29 March 2026 at 10:59 AM by Anne Burgess (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 29 March 2026 at 11:03 AM by Anne Burgess (Principal)

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

James Cook Primary School Endeavour Hills, sits southeast of Melbourne just off the Heatherton Road exit of the Monash Freeway. With an SFOE of 0.5386 and student enrolment of 170 in 2025, we have a high proportion of EAL/D students - 70%. Demographically, our school boasts a highly diverse mix of over 30 different cultural backgrounds, and socioeconomic challenges. This school's Student Family Occupation and Education (SFOE) band value is High. A 'High' band represents a high level of socio-educational disadvantage. The staffing profile comprises two Principal Class members, one Learning Specialist, 9.0FTE Classroom teachers, 1.8FTE Specialist teachers, a 0.4FTE Tutor Learning Initiative teacher, 6.54FTE (10) Education Support Staff members – eight classroom/integration support, two administration support.

James Cook Primary School maintains a personalised learning approach for our students, with relentless focus on Literacy and Numeracy. Intervention/Extension Programs are provided in Reading and Mathematics. James Cook supports a 'Growth Mindset' culture to nurture resilient and intrinsically motivated learners. This is underpinned by the implementation of a School-Wide Positive Behaviour Support (SWPBS), Matrix of Expectations, and the Respectful Relationships curriculum delivery. The majority of professional learning for staff in 2025 was focused on the familiarisation with and alignment of teaching practices to the Victorian Teaching and Learning Model 2.0, to support the actions of the 2025 Annual Implementation Plan.

Science is delivered as a dedicated, stand-alone by classroom teachers. Information and Communication Technologies (ICT) support all facets of student learning, with a 1:1 chrome book device.

We delivered specialist subjects in Visual Art, Music, Mandarin Language and Physical Education, including outsourced Music and Swimming programs. The Performing Arts strand is also outsourced via the Nikki Visaj Movement, which culminates in our annual whole-school Musical.

The Physical Education program provides students two hours of PE instruction, with an additional hour of sport education for students in Years 3-6. Foundation to Year 2 participate in two hours of PE instruction with an additional 90 minutes of PMP movement development throughout each week. Sports Education is integral to the personal and social development of our students and is supplemented by the Australian Sports Commission's Sporting Schools Program.

Student Leadership comprised of two School Captains and 6 Student Voice and Engagement Leaders. School assemblies are led by the Student Leaders. School Captains also present reports to School Council each term. The Student Voice and Engagement Team (SVET) promotes student voice and student leadership development at all levels to support selected charities and conduct special school events.

James Cook Primary School maintains strong community partnerships to support our learning programs and are integral to the success of our students:

- Our relationship with James Cook Kindergarten is strong.
- The majority of year six students transition to Gleneagles Secondary College.
- Our Joint Use Agreement with the City of Casey provisions sharing a large adventure playground, and a soccer pitch, to support student activity.
- Engage 1-On-1 provides a fully funded psychology and counselling service to students requiring

support.

- Our partnership with Kids Hope mentoring program remains strong in supporting our most vulnerable students.
- Food Bank resources our Breakfast Club program, with staff and student leaders delivering breakfast daily.
- Korus Connect Chaplaincy Program contributes 50% funding for two days of pastoral care and support for our students and their families.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning and Teaching at James Cook Primary School continues to be anchored in Explicit Teaching – Guided Practice – Independent Practice Challenge. Developed within a collaborative Professional Learning Communities (PLC) approach, planning and implementation is informed by student feedback, assessment data and formative teacher assessment, to ensure teaching and learning is differentiated, responsive and inclusive at the point of need for each student.

~ Oral language and vocabulary development is and remains a focus of our teaching and learning approach. This work has supported our students' fluency and understanding when engaged in Reading, Writing and Mathematics tasks.

~ Learning intentions and differentiated success criteria are developed with a common focus and communicated to students for every instructional session. Students refer to these throughout the lessons to keep them focused on the outcomes they are aiming for.

~ Professional learning and Inclusion Outreach Coaching (IOC) support ensured that students were provided with increased opportunities to respond during English and Mathematics explicit teaching to ensure students were able to demonstrate those success criteria in real time. This is an important element of the PLC work using the 'cake-slice-crumb' analogy.

~ Our Teacher Judgement data and Victorian Curriculum 2.0 indicates that our percentage of students at or above age expected levels is slightly above similar schools but lower than the state for Reading. Students at or above age expected levels for Mathematics is well above similar schools and a little lower than the state.

~ 2025 NAPLAN data show similar trends for Strong or Exceeding in both Reading and Mathematics, however high to medium growth from Year 3 to Year 5 was lower than both similar schools and state data. This factor has directed much of our focus for 2026, particularly in Mathematics.

Wellbeing

The learning outcomes for our students in 2025, can be attributed to a range of impactful teaching practices that include but are not limited to:

- ~Effective PLC Cycles involving collaborative discussions to identify key focus areas and adjust inclusive teaching practices to target student needs.
- ~Hands-on learning with concrete materials and manipulatives to support student understanding of key mathematical concepts.
- ~Inclusive and tailored tasks that allow students at different entry levels to experience success.
- ~Data-informed teaching anchored in regular data analysis ensuring a targeted approach to addressing individual and group next-step learning needs.
- ~A structured Literacy teaching block during which teaching and learning focus is strongly linked, between reading and writing.
- ~A scaffold whole-school instructional model that allocates time for explicit modelling and explanation, scaffolded practice and independent practice and challenge in applying the learned knowledge, skills and understandings, via a gradual release of responsibility model.
- ~A safe and consistent learning environment maintained to provide an atmosphere where students feel comfortable asking questions and seeking clarification to encourage learning growth.

Positive movements achieved in the 2023 and 2024 Attitudes to School Survey, in the areas related to connectedness to school and feeling safe and included at school have fluctuated down resulting in a focus on strategies to rectify this. Managing bullying and having an advocate at school, also achieved growth, indicating that our students are feeling connected to the school and the teachers are forming positive relationships with their students.

Engagement

At James Cok Primary School, we maintain vigilance in monitoring attendance of our students. In 2025, we achieved our lowest percentage of students absent less than 80% of days - 15%, in the 2022-2025 period. Only 5% of students were absent less than 70% of all school days. We accredit this to the daily calls to parents and carers of absent students, and follow-up pastoral contact after two consecutive days absent.

Despite the challenges presented due to the emergency maintenance works, we were able to continue to support our families via our established programs, including the Food Pantry to support families experiencing food insecurity.

English Language classes were maintained throughout 2025 conducted via our Multicultural Education Aide who facilitates the communication with our Dari speaking families to ensure our school is better positioned to support the needs of these families and their children.

It was important to continue our community events throughout the building disruptions. Our Year Five and Six students were supported to prepare and conduct a community Mini Fete, Musical performance. Our annual Mother's and Father's Day breakfasts continue to be strongly attended events, bringing our families into the school.

At James Cook Primary School we remain committed to a Gradual Release of Responsibility instructional approach – 'I do. We do. You do.' This was driven by our continued focus on strengthening our commitment to teaching via the implementation of consistent, whole-school learning routines and improved provision of 'opportunities to respond', Positive Classroom Management Strategy - (PCMS) 5.

Other highlights from the school year

James Cook Primary School was afforded a great deal of support from a range of Department of Education resources, including but limited to:

- Structured and intensive support from the Student Support Services Enhancement Team to facilitate trauma informed practice development and professional learning for staff to manage students with complex needs and challenging behaviours.
- Education Improvement Leader (EIL) support for Annual Implementation Plan 2025 actions to transition staff to the Victorian Teaching and Learning Model (VTLM) 2.0 via professional learning.
- Inclusion Outreach Coaching support with a narrowed focus on developing and delivering to students more and genuine opportunities to respond and engage in teaching and learning sessions.
- VSBA financial support for resourcing emergency maintenance works to upgrade the quality of the physical settings (internal and external) for our students.

Financial performance

A much reduced percentage of families committed to the voluntary contribution payment to the school in 2025; 26% down from up to 82% in previous years. Two credit to cash actions of \$80,000 each were actioned to cover student resource provision (both human and curriculum), running costs, and the Administration/Reception relocation, in preparation for the building upgrade works.

James Cook Primary School underwent a major facilities upgrade via roof replacement works to the Core Building, funded by the VSBA's Emergency Maintenance Program, resulting in just over \$4M or reroofing of the Core Building [Hall - Kitchen - Library]. The works impacted a large portion of the school's operation which required the relocation of the Administration/Reception area. The works lasted from February until December of 2025, delaying the commencement of the \$9.1M buildings upgrade project that was announced in November of 2023.

The Buildings Upgrade Project commenced on 16.1.2026 with a projected completion date of 10.11.2026

**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 2.0 (FISO 2.0).

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 170 students were enrolled at this school in 2025, 87 female and 83 male. 71% had English as an additional language and NDP 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**.


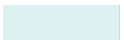

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	78.9%	
	Similar schools	90.8%	
	State	82.0%	

School Staff Survey





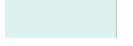

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	80.1%	
	Similar schools	76.2%	
	State	77.4%	

LEARNING





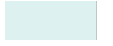







Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
English Prep - 6 % of students at or above age expected standards	School	79.3%	
	Similar schools	78.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	81.7%	
	Similar schools	73.0%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


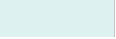


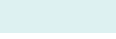

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	69.2%		65.9%
	Similar schools	56.0%		55.3%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	66.7%		71.6%
	Similar schools	60.8%		60.8%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	61.5%		57.6%
	Similar schools	48.4%		48.4%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	46.2%		64.4%
	Similar schools	52.7%		53.2%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	71.4%	
	Similar schools	75.1%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	50.0%	
	Similar schools	75.8%	
	State	74.0%	

WELLBEING


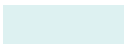

Student Attitudes to School – Sense of Connectedness

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	60.3%		73.4%
	Similar schools	79.9%		79.1%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	63.8%		73.5%
	Similar schools	79.8%		77.2%
	State	76.4%		75.8%

ENGAGEMENT



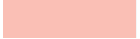




Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	22.6	24.1
	Similar schools	22.0	22.5
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	91.2%	
Year 1	School	86.0%	
Year 2	School	87.2%	
Year 3	School	90.5%	
Year 4	School	90.7%	
Year 5	School	87.8%	
Year 6	School	86.3%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,469,018
Government Provided DET Grants	\$592,305
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$10,474
Locally Raised Funds	\$52,763
Capital Grants	\$0
Total Operating Revenue	\$3,124,560

Equity	Actual
Equity (Social Disadvantage)	\$367,675
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$367,675

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$2,342,837
Adjustments	\$0
Books & Publications	\$618
Camps/Excursions/Activities	\$46,981
Communication Costs	\$3,408
Consumables	\$40,200
Miscellaneous Expenses ²	\$34,421
Agency Staff	\$160,118
Professional Development	\$14,123
Equipment/Maintenance/Hire	\$41,897
Property Services	\$58,228

Expenditure	Actual
Salaries & Allowances ³	\$72,391
Support Services	\$211,685
Trading & Fundraising	\$9,060
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,463
Total Operating Expenditure	\$3,059,427
Net Operating Surplus/-Deficit	\$65,132
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$23,546
Official Account	\$10,235
Other Accounts	\$0
Total Funds Available	\$33,781

Financial Commitments	Actual
Operating Reserve	\$119,432
Other Recurrent Expenditure	\$16,763
Provision Accounts	\$0
Funds Received in Advance	\$37,741
School Based Programs	\$55,718
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$22,750
Maintenance - Buildings/Grounds < 12 months	\$25,361
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$277,765

All funds received from the Department of Education, 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.