

2024 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 2025 at 10:06 AM by Anne Burgess (Principal)

- As executive officer of the school council, I attest that this 2024 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 2025 at 10:07 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
- 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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

James Cook Primary School sits as the gateway to Endeavour Hills, southeast of Melbourne. With an SFOE of 0.5464 and student enrolment of 193 in 2024, we have a high proportion of EAL/D students. Our families' demographic is one with a highly diverse mix of over 30 different cultural backgrounds, and socioeconomic challenges. The staffing profile comprised two Principal Class members, one Learning Specialist, 10.0FTE Classroom teachers, 2.0FTE Specialist teachers, a 0.4FTE Tutor Learning Initiative teacher, 5.75FTE (9) Education Support Staff members – seven classroom/integration support, two administration support.

James Cook Primary School maintains a personalised learning approach for our students, in with relentless focus on Literacy and Numeracy. Intervention/Extension Programs are provided in Reading and Mathematics. James Cook supports a 'Growth Mindset' culture to underpin the nurturing of 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, embedded throughout the school.

We deliver specialist subjects in Visual Art, Music, Mandarin Language and Physical Education, including an outsourced swimming program. The school is able to deliver a Physical Education program that provides students two hours of PE instruction, with an additional hour of sport education for students in Years 2-6. Foundation to Year 2 also have two hours of PE instruction with an additional 90 minutes (3x30) of PMP movement development. 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. Our Music curriculum is delivered via the iRock, outsourced to provide high-quality music teaching and learning. The Performing Arts strand is also outsourced via the Nikki Visaj Movement – Dance Mob, which culminates in our annual whole-school Musical, performed at the Drum Theatre, Dandenong.

Our facilities include four teaching and learning modules (buildings), a dedicated Visual Arts Centre, Gymnasium, Library / Specialists' Centre which accommodates Music and Chinese Mandarin classes and a 'Cook's Kitchen' Food Tech/STEM centre. Science is delivered as a dedicated, stand-alone by classroom teachers. Information and Communication Technologies (ICT) supports all facets of student learning, with a 1:1 chrome book device.

Student Leadership comprised of two School Captains, eight House Captains, two Sustainability Captains and two 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning and Teaching at James Cook Primary School is anchored in a relentless focus on what matters most. Our Instructional Model has been developed around a Gradual Release of Responsibility approach – ‘I do. We do. You do.’ – Explicit Teaching – Guided Practice – Independent Practice Challenge.

Using the PLC approach, teachers’ planning is informed by student assessment data and formative teacher assessment data, to ensure teaching and learning is differentiated and inclusive at the point of need for each student.

~ Learning intentions and differentiated success criteria are developed with a common focus and communicated to students for every instructional session. Students are able to reference these throughout the sessions to keep them focused on the outcomes they are aiming for at their entry level.

~ Task-Outcome alignment is a focus for staff to ensure students are able to demonstrate those success criteria. This is an important element of the PLC work using the ‘cake-slice-crumble’ analogy.

As a result of our relentless focus, we achieved a ‘High’ in the Learning domain of the 2024 School Performance Report. We are placed in the top five amongst the ‘Similar School’ category.

Wellbeing

The excellent learning outcomes for our students in 2024, can be attributed to a range of impactful teaching practices that include but are not limited to:

- ~Effective PLC Cycles involving collaborative discussions in PLC meetings to identify key focus areas and adjust teaching practices to target student needs.
- ~Hands-On Learning with concrete materials and manipulatives to support student understanding of key concepts.
- ~Differentiated and tailored tasks that allowed students at different levels to succeed.
- ~Data-Informed Teaching based on 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, and reading comes before writing.
- ~A scaffold whole-school instructional model that allocates time for explicit teaching, guided practice and independent practice in applying the knowledge, skills and understandings learned, via a gradual release of responsibility model.
- ~Safe Learning Environment created to provide an atmosphere where students feel comfortable asking questions and seeking clarification to encourage growth.

Engagement

Community engagement: Food Pantry was successfully introduced to help support families experiencing food insecurity. We have had a number of regular families using this service. An English Language class was established in partnership with the Doveton Neighbourhood House. From this initiative we have employed a Multicultural Education Aide who has facilitated the communication with our Dari speaking families to enable our school to be better positioned to support the needs of these families and their children. Our community events including Mini

Fete, Musical, Mother's and Father's Day breakfast and Twilight Sports continue to be a great success in bringing our families into the school and are extremely well attended.

Very positive movements have been achieved in the Attitudes to School Survey in the areas related to connectedness to school and feeling safe and included at school. Managing bullying and having an advocate at school, also achieved positive growth, indicating that our students feeling increasingly connected to the school and the teachers are forming positive relationships with their students.

Other highlights from the school year

James Cook Primary School Council is an invested team of parents who continue to support and provision high-level curriculum delivery for our students. Planning and preparation for the impending \$9.1 million dollar site upgrade has been completed in readiness for the 2025 building works.

A successful Emergency Maintenance Program application to have the roof of our core building (Hall-Library-Mandarin) replaced was actioned late in Term 4. Works commenced in February of this year. It is anticipated that the new Building Project will commence in Term Three of 2025, once the EMP works are finished.

As our NAPLAN data continues in an upward trajectory, we will continue to build the capacity of our entire staff to deliver high-quality, data-informed, differentiated teaching to ensure our students achieve success. They are 'who' matters most.

Financial performance

Our Student Family Occupation and Education index came in at 0.5464, inclusive of 91 English as an Additional Language/Dialect students, 6 students funded by the Program for Students with Disabilities and 1 student funded by the new Disability and Inclusion Profile. Our Equity Funding allocation to support the improvement of student outcomes, was \$378,911.65. We carried a surplus of \$80,762 into 2024. At the end of 2024, James Cook Primary School recorded an annual credit (staffing) surplus result of \$107,929.

James Cook Primary School staffing profile: 12.9 FTE teaching, 5.75 FTE Education Support and 0.4 FTE Chaplaincy support (0.2 grant funding: 0.2 school funded). The Tutor Learning Initiative continued in 2024, with an additional 0.4 FTE teaching staff to support the remote learning catch-up initiative (0.2 DE funded: 0.2 school funded).

~Performing Arts teaching and learning was outsourced - Music \$42,000; Drama \$40,000 to ensure high-quality provision for our students via Equity Funding.

~Tutor Learning Initiative was topped up via an allocation of \$40,000 from Equity funding.

~Speech Pathology in Schools was sourced for \$40,000 via Disability and Inclusion funding.

~The Chaplaincy Grant was topped up by \$15,000 via Mental Health in Primary Schools funding.

**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 188 students were enrolled at this school in 2024, 100 female and 88 male.

66 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).

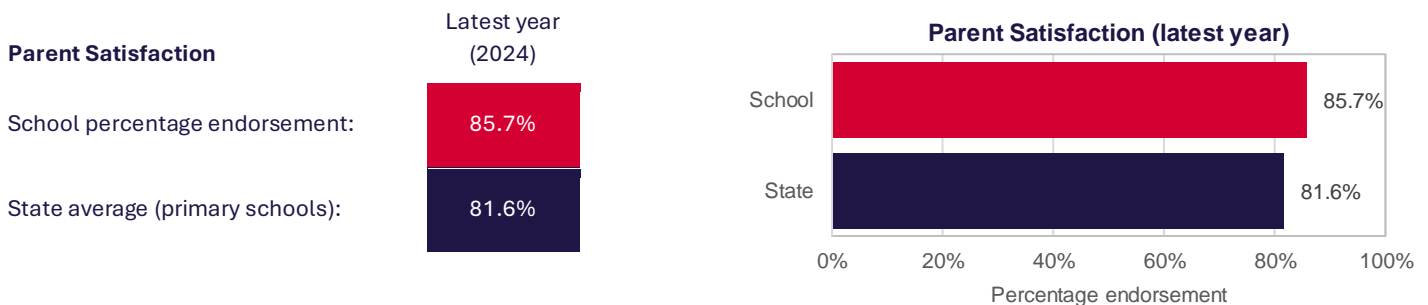
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

Parent Satisfaction Summary

The 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.

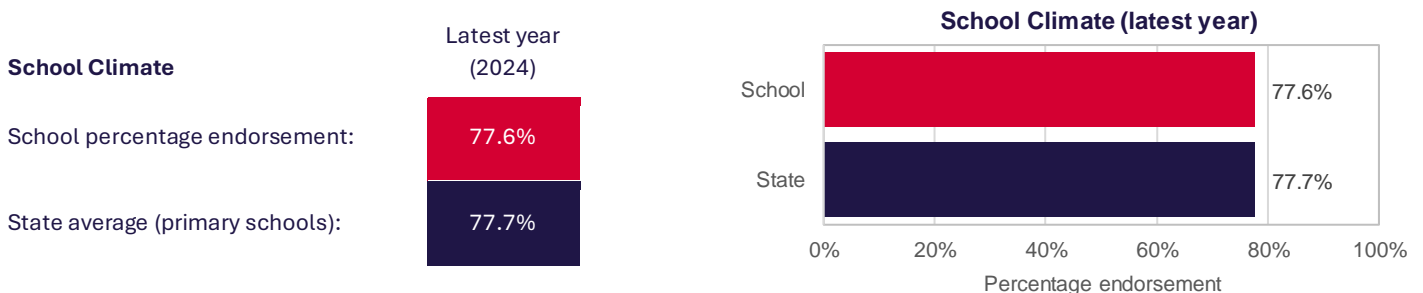


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

85.1%

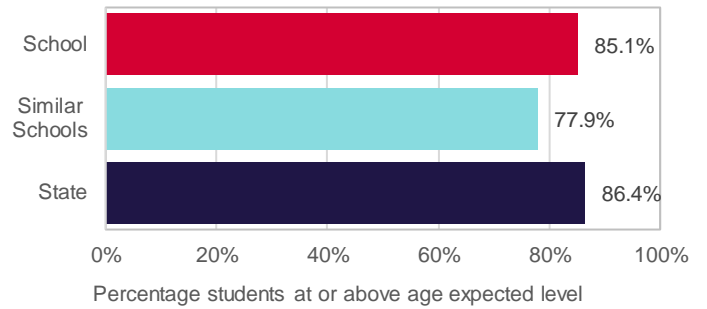
Similar Schools average:

77.9%

State average:

86.4%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

81.2%

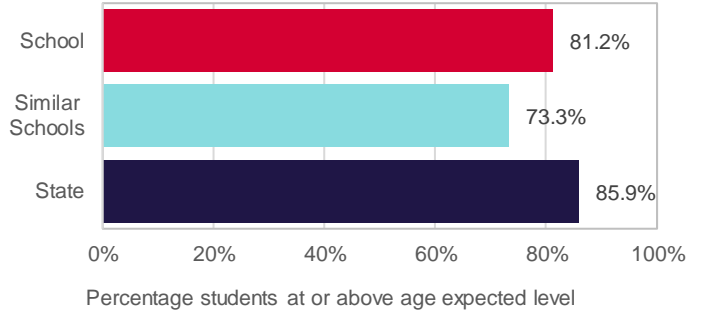
Similar Schools average:

73.3%

State average:

85.9%

Mathematics (latest year) Years Prep to 6



LEARNING (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.

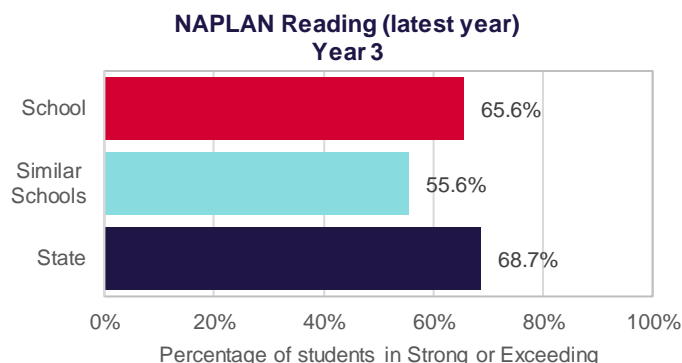
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

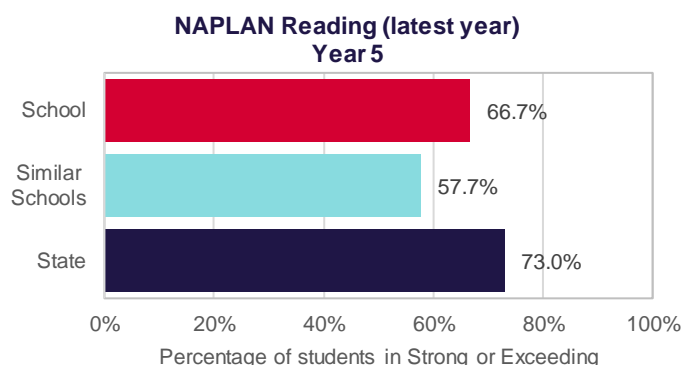
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.6%	64.4%
Similar Schools average:	55.6%	55.0%
State average:	68.7%	69.2%



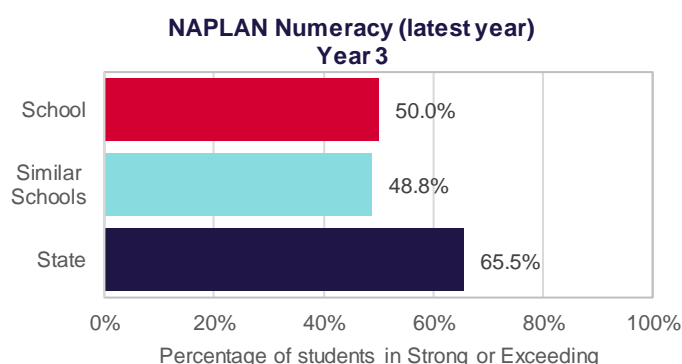
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	74.5%
Similar Schools average:	57.7%	60.9%
State average:	73.0%	75.0%



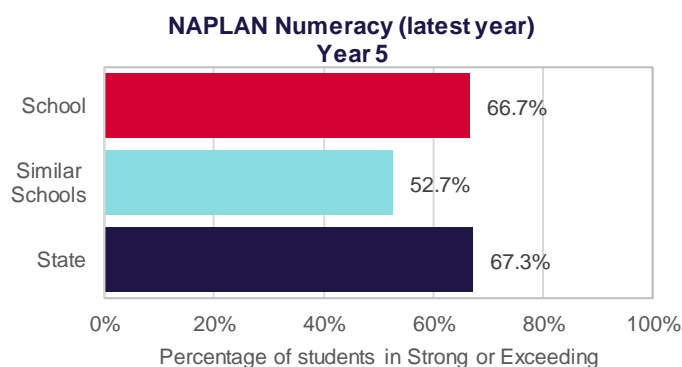
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	55.9%
Similar Schools average:	48.8%	48.3%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	74.5%
Similar Schools average:	52.7%	53.4%
State average:	67.3%	67.6%



LEARNING (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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

57.7%

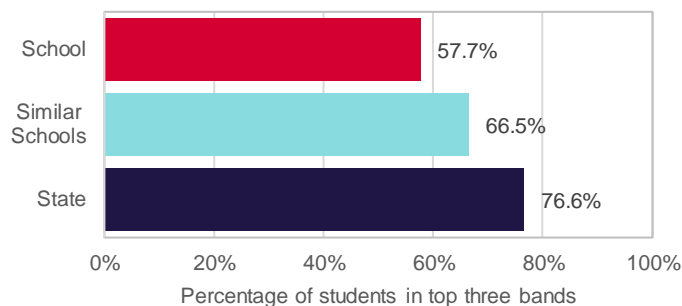
Similar Schools average:

66.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

54.1%

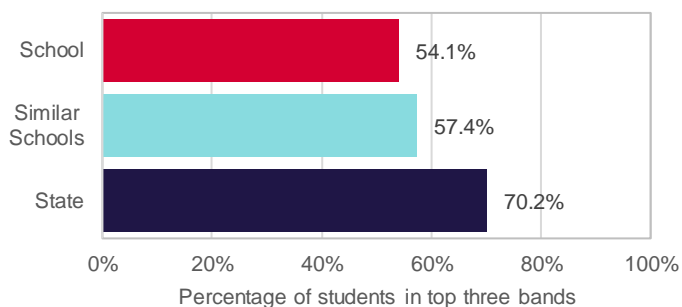
Similar Schools average:

57.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

56.0%

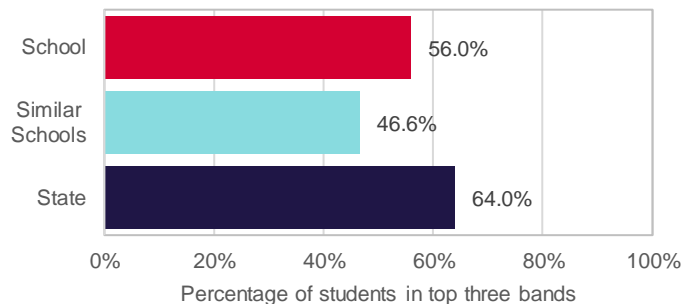
Similar Schools average:

46.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

47.2%

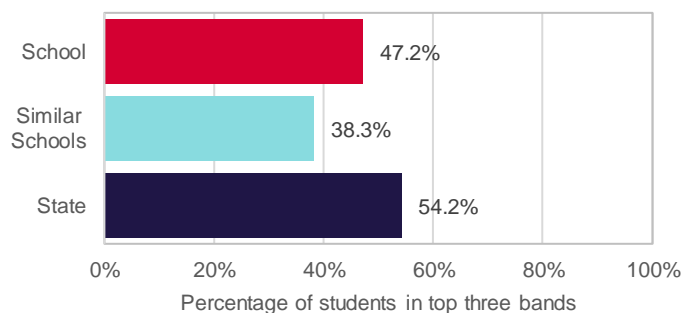
Similar Schools average:

38.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

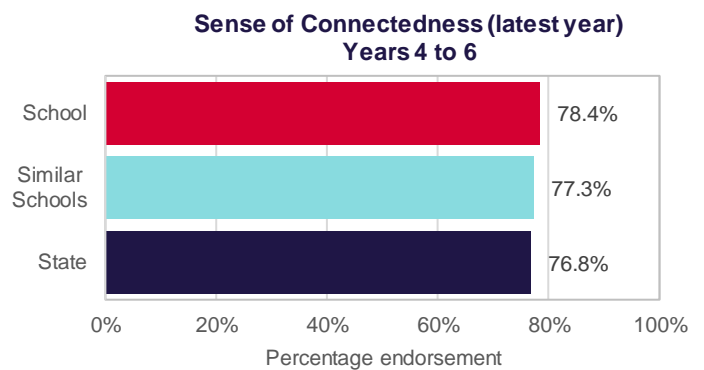
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The 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).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	78.4%	78.6%
Similar Schools average:	77.3%	79.3%
State average:	76.8%	77.9%

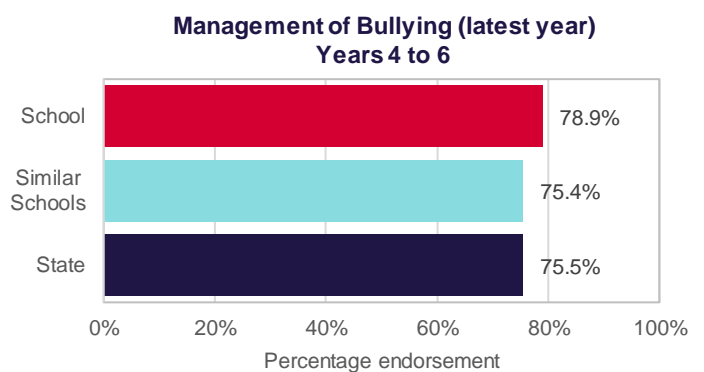


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	78.9%	78.5%
Similar Schools average:	75.4%	76.9%
State average:	75.5%	76.3%

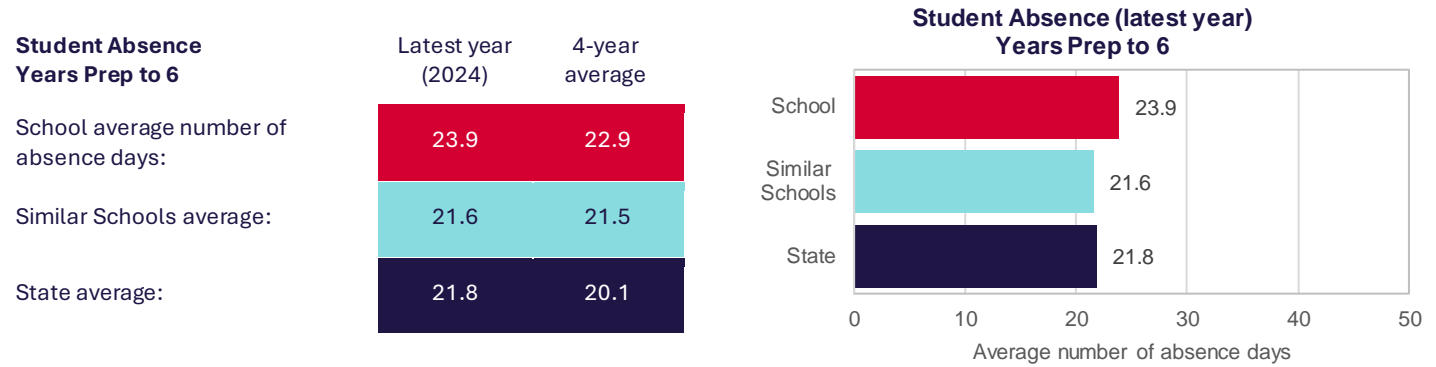


ENGAGEMENT

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.



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	85%	88%	88%	89%	88%	87%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,453,025
Government Provided DET Grants	\$421,592
Government Grants Commonwealth	\$5,998
Government Grants State	\$0
Revenue Other	\$12,170
Locally Raised Funds	\$67,386
Capital Grants	\$0
Total Operating Revenue	\$2,960,171

Equity ¹	Actual
Equity (Social Disadvantage)	\$378,912
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$378,912

Expenditure	Actual
Student Resource Package ²	\$2,343,619
Adjustments	\$0
Books & Publications	\$2,454
Camps/Excursions/Activities	\$55,255
Communication Costs	\$9,106
Consumables	\$56,625
Miscellaneous Expense ³	\$30,251
Professional Development	\$19,838
Equipment/Maintenance/Hire	\$36,994
Property Services	\$83,253
Salaries & Allowances ⁴	\$87,248
Support Services	\$314,020
Trading & Fundraising	\$23,304
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,958
Total Operating Expenditure	\$3,085,925
Net Operating Surplus/-Deficit	(\$125,754)
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 17 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$93,408
Official Account	\$23,912
Other Accounts	\$0
Total Funds Available	\$117,320

Financial Commitments	Actual
Operating Reserve	\$123,763
Other Recurrent Expenditure	\$3,503
Provision Accounts	\$0
Funds Received in Advance	\$87,376
School Based Programs	\$93,850
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$19,000
Maintenance - Buildings/Grounds < 12 months	\$26,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$356,992

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.