

2019 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 2019 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 08 September 2020 at 02:52 PM by Anne Burgess (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 15 September 2020 at 07:23 PM by Lucas Sheldon (School Council President)

About Our School

School context

With a 40 year history of providing quality education and high expectations for all students, we are located at the gateway of Endeavour Hills, southeast of Melbourne. In 2019 our 230 students, were encouraged to be the very best versions of themselves, through the school's values of Respect, Teamwork, Inclusiveness, Resilience and Persistence. Here at James Cook, our school motto is "Believe to Succeed", underpinned by the belief that every child has the potential to succeed. Our focus is on developing the whole student through academic and social programs equipping them with the tools to contribute successfully within the local and global communities. Students are put at the centre of learning, with teachers working collaboratively to plan and deliver an engaging curriculum for 21st Century learners. The staff comprised a total 16.5EFT with 16 teaching staff, supported by There is a strong focus of professional development for all staff, including an emphasis on building leadership capacity and implementation of best teaching practice.

James Cook Primary School delivers individual academic programs using the High Impact Teaching Strategies to ensure the Victorian Curriculum standards are achieved. Our commitment to student growth and achievement is paramount. Specialist classes include Physical Education and Sport, Visual Arts, Music, Performing Arts and Chinese Mandarin. Intervention/Extension Programs in Literacy and Numeracy are also key to ensure all students are challenged at their point of need.

Framework for Improving Student Outcomes (FISO)

High Impact Teaching Strategies (HITS), focus for 2019 - 1. Setting Goals; 2. Explicit Teaching; 3. Structuring Lessons; 7. Questioning; 8. Feedback

The introduction of the use of Learning Intentions and Success Criteria (LI-SC), to all English and Mathematics - Number lessons was the anchor for the school's professional learning agenda and our focus HITS. Data informed next-steps formed the basis of all LI-SC, aligned to the Victorian Curriculum achievement standards remained at the forefront of improving teacher practice and the implementation of the school's Reading instructional model.

Questioning and Feedback strategies linked to the LI-SC, in the Reflection/Summary element of the lesson structure became the coaching point in the peer observation process. Teacher Collaboration increased from 71.2% 2018 to 86.6% 2019. Academic Emphasis increased from 69.7% 2018 to 79.6% 2019.

Achievement

Positive movement in the school performance data for Reading resulted in a shift from Transform to Renew. This is a direct result of our focus on the delivery our Reading instructional model being implemented with fidelity and consistency. Learning Intentions and Success Criteria were also introduced to all English and Mathematics lessons. Teacher capacity for responsive planning, responding to data supported improvement in point-of-need learning and teaching. NAPLAN Reading results achieved 30% increase in high relative learning growth and a 12% reduction in low relative learning growth from 2018.

Mathematics also achieved a performance shift from Transform to Renew as a direct result of teachers' use of Learning Intentions and Success Criteria and data informed planning. NAPLAN Mathematics results achieved an increase of 13% high relative learning growth and 17% reduction in low relative learning growth from 2018.

Highlights include:

- A targeted professional learning agenda, supported by the successful introduction and implementation of a peer observation protocol for staff practice improvement.
- A strong positive shift from Transform to Stretch for School Climate, as a direct impact of this professional learning focus of improving teacher capacity for data literacy; Collective efficacy was also much improved from 73.8% 2018 to 84.3% 2019.

It seems only fitting, to strengthen and establish the actions towards Reading outcomes improvement to further reduce our low learning growth further, in order to achieve our James Cook Primary School Strategic Plan 2018-2022 targets.

Engagement

A range of strategies to improve student attendance were implemented in 2019, contributing to the achievement of positive impact, seeing Engagement performance shifting from Transform to Renew.

Highlights include:

- Full transition to correct coding for all absence types on CASES21
- A reduction in Parent Choice - School Approved absences from 626.5 days 2018 to 151 days 2019.
- The 8.50am 'soft entry' meant students arrived before the final 9.00am bell, in order to ready for a prompt start to the day at 9.00am.
- The 100% Attendance = 100% Attendance' approach saw a huge decrease in the number of students arriving late and being collected from school early.

Wellbeing

As a result of the 2015-2018 Strategic Plan Review process, the School-Wide Positive Behaviours Support (SWPBS) was determined to be the most suited approach for the James Cook Primary School culture and demographic. A SWPBS Team Leader was identified and implementation team formed. The SWPBS team have attended the initial professional learning and a draft 'Matrix of Expectations' on being 'Safe', 'Responsible' and 'Respectful' has been developed with the whole staff and is in the early stages of implementation, to strengthen a school climate that is strong in family. 2020 will see the roll-out of the 'Matrix of Expectations' with a soft launch approach with the students and staff. A community event will be the platform for the official launch to parents and the wider community. A mascot logo is yet to be decided.

Highlights include:

- A highly successful pupil-free day dedicated to the development of the James Cook Primary School Matrix of Expectations.
- Inclusion in the 'Respectful Relationships' professional learning and curriculum programming for 2020.

Financial performance and position

James Cook Primary School finished the 2019 school year with a \$88,750 surplus. The school was allocated \$325,880 Equity Funding to provision curriculum program resourcing and professional learning to build teacher capacity for improved student learning outcomes, with a focus on Reading. This was coupled with \$137,500 EAL support funding to provision targeted resourcing both human and student-based. The James Cook Primary School Parents and Friends Association raised a total of \$14,000 which has been allocated to the installation of sun shade sails in various locations around the school. A small grant of \$5000 was secured for the School Gardens.




For more detailed information regarding our school please visit our website at
<https://jamescookps.vic.edu.au/>




Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 229 students were enrolled at this school in 2019, 127 female and 102 male.</p> <p>46 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● Above	● Similar ● Below
Achievement	Student Outcomes	Similar School Comparison	
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Above ●</p> <p>Above ●</p>	
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Above ●</p> <p>Above ●</p>	

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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'.</p>	<div style="text-align: center;"> <p>Reading</p> <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Numeracy</p> <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Writing</p> <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Spelling</p> <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Grammar and Punctuation</p> <p>Low Medium High</p> </div>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <div style="text-align: center;"> <p>Low Medium High</p> </div> <p>Statewide Distribution of Learning Gain (all domains)</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>90 %</td> <td>87 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	90 %	87 %	91 %	91 %	93 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	90 %	87 %	91 %	91 %	93 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,153,254	High Yield Investment Account	\$517,816
Government Provided DET Grants	\$482,738	Official Account	\$27,585
Government Grants Commonwealth	\$4,800	Other Accounts	\$0
Revenue Other	\$11,859	Total Funds Available	\$545,402
Locally Raised Funds	\$68,691		
Total Operating Revenue	\$2,721,342		
Equity¹			
Equity (Social Disadvantage)	\$325,890		
Equity Total	\$325,890		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,065,437	Operating Reserve	\$80,768
Books & Publications	\$2,220	Funds Received in Advance	\$32,500
Communication Costs	\$7,663	School Based Programs	\$46,550
Consumables	\$78,667	Funds for Committees/Shared Arrangements	\$4,505
Miscellaneous Expense ³	\$158,854	Repayable to the Department	\$200
Professional Development	\$18,652	Asset/Equipment Replacement < 12 months	\$6,000
Property and Equipment Services	\$165,065	Capital - Buildings/Grounds < 12 months	\$345,400
Salaries & Allowances ⁴	\$120,974	Maintenance - Buildings/Grounds < 12 months	\$110,237
Trading & Fundraising	\$19,714	Total Financial Commitments	\$626,160
Utilities	\$23,293		
Total Operating Expenditure	\$2,660,540		
Net Operating Surplus/-Deficit	\$60,801		
Asset Acquisitions	\$24,785		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

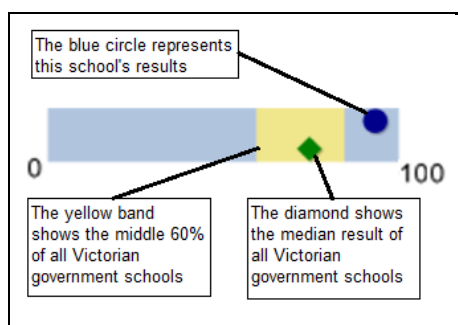
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

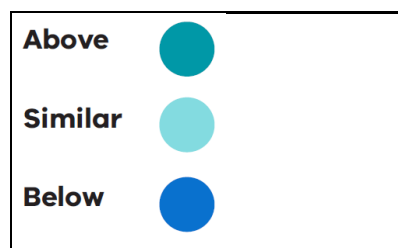


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').